

ORANGE TOWNSHIP PUBLIC SCHOOLS

WORLD LANGUAGES CURRICULUM

GRADE 4th to 8th



ORANGE TOWNSHIP BOARD OF EDUCATION

Ms. Monique Van Wells, *President*
Mrs. Patricia A. Arthur, *Vice President*

Board Members

Ms. Sharon D. Davis
Rev. Reginald T. Jackson
Ms. Wynona Samuels
Mr. Walter Smith
Mr. Willie Washington

SUPERINTENDENT OF SCHOOLS

Dr. Nathan N. Parker

ASSISTANT SUPERINTENDENT

Ms. Constance L. Frazier

ADMINISTRATIVE ASSISTANT to the SUPERINTENDENT for OPERATIONS/HUMAN RESOURCES

Mrs. Belinda Scott-Smiley

BUSINESS ADMINISTRATOR/BOARD SECRETARY

Mr. Adekunle O. James

ASST. BUSINESS ADMINISTRATOR/BOARD SECRETARY

Ms. Hyacinth Watkins

DIRECTORS

Ms. Barbara L. Clark, Special Services
Mrs. Claudette Rogers, Curriculum & Testing
Ms. Candace Goldstein, (Early Childhood /Special Programs)

SUPERVISORS

Ms. Tia Burnett, Language Arts, 9-12
Mr. Glenn Braswell, Guidance, 7-12
Mr. Peter S. Crosta, Visual/Performing Arts, K-12
Vacancy, Social Studies 7-12
Ms. Julie Glazer, Instructional & Professional Learning
Ms. Sandra Gray, P.E/Health/Safety, K-12
Mrs. Judith Harratty, Language Arts K-8
Mrs. Jacqueline Molé-Hsieh, World Language K-12
Mr. Thomas Kennedy, Special Services
Mr. Stewart King, Professional Development, Math K-8
Mrs. Malvina Kohn, Mathematics, 7-12
Ms. Fay Mohammed, Title I/NCLB
Mrs. Sandra Martínez-Preyor, ESL/Bilingual
Kathleen Dunn Priestley, Early Childhood
Curtis Richburg, Science, 7-12
Dr. Elbert Smith, Vocational Education, 7-12
Mr. Terry Woolard, Information Technology K-12

PRINCIPALS

Ms. Debbie Luckey, Central
Ms. Denise White, Cleveland
Mrs. Yancisca Cooke, Forest
Mrs. Faith Alcantara, Heywood
Mrs. Amanda Wright-Stafford, Lincoln
Ms. Donnie Johnson, Main Street
Mrs. Kalisha H. Neain, Oakwood
Dr. Mayron Hackett, Park
Dr. Judith Kronin, OMS
Dr. Lee D. McCaskill, OHS
Ms. Erica L. Stewart, OAS

ASST. PRINCIPALS

Mr. Robert Petit, Lincoln
Mr. Amod Field, Main St.
Mrs. Shelly Harper, OMS
Mr. Eugene Harris, OMS
Mr. Eder Joseph, OHS
Mrs. Ursula Darius, OHS
Dr. John Young, OHS

Table of Contents

Title Page	i
Table of Contents	ii
Vision Statement/ Mission Statement	iv
Statement of Philosophy/ New Jersey CCCS	v
Acknowledgements	vi
Introduction	vii

Fourth Grade Thematic Units

1. My house
2. All about my City
3. The supermarket
4. What time is it?

Fifth Grade Thematic Units

1. Things to do around the house
2. All about me
3. Eating out
4. How's the weather

Sixth Grade Thematic Units

1. My time in school
2. Professions in my community
3. Places to visit
4. Traditional clothing

Seventh Grade Thematic Units

1. My new family
2. Sports
3. Healthy choices
4. A tour of my city

Eighth Grade Thematic Units

1. People around the world
2. A day in my life
3. Health/Ilnesses
4. Around the world

References

American Council on the Teaching of Foreign Languages. (1998). *ACTFL performance guidelines for K-12 learners*.

New Jersey Core Curriculum Framework

Internet Resources

VISION STATEMENT

The Orange Public Schools will ensure that all students, parents, professional and support staff will be empowered to make schools effective places for learning, where students can realize their full potential while becoming confident, caring, and articulate members of society, and in turn foster a better community.

MISSION STATEMENT

The Orange Public Schools will “dare to make a difference” believing that all students can learn in an environment that fosters a comprehensive educational program created for a diverse, urban student population.

The District will prepare the students with the knowledge, skills, and intellectual curiosity that are associated with learning, allowing them to successfully enter college, specialized training programs or compete in the open job market.

To achieve this goal, the Orange Public Schools are committed to creating an educational climate for students that is conducive to learning, attaining mutual respect, and caring for one another.

The District encourages a professional atmosphere, characterized by collaboration and cooperation, which enables staff members to perform at their optimum levels.

The District will encourage educational partnerships between the Board of Education, staff members, parents, students, the business community, and city government in order to develop specialized and diversified educational programs.

Statement of Philosophy

"Language and communication are at the heart of the human experience. The United States must educate students who are equipped linguistically and culturally to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which ALL students will develop and maintain proficiency in English and at least one other language, modern, or classical."

-Standards for Foreign Language Learning:
Preparing for the 21st Century

New Jersey World Language Core Curriculum Standards

In 1995, New Jersey enacted the *Strategic Plan for Systemic Improvement of Education* to ensure the development and assessment of rigorous academic standards throughout the state. On May 1, 1996, the New Jersey State Board of Education adopted 61 core curriculum content standards in seven academic and five workplace readiness areas. The inclusion of two world language standards represented a key moment in the "evolution" of the study of world languages in New Jersey. For the first time in this state's history, World Languages was recognized as an **essential component of the core curriculum for all students**. The study of world languages has assumed a new role as an integral part of the school curriculum that, as in other content areas, will span the entire spectrum of K-12 education. This new scope and sequence of language instruction emphasizes knowledge about second language acquisition, the importance of communication, and the relationship between culture and language as a new basis for program development. The ability "to communicate at a basic literacy level in at least one language other than English" (Standard 7.1) and "to demonstrate an understanding of the interrelationship between language and culture" (Standard 7.2) is now considered to be one of the hallmarks of a well-educated citizen in the state of New Jersey.

-New Jersey State Department of Education/ New
Jersey World Language Curriculum Framework

Acknowledgments

The World Languages Curriculum Writing Committee will like to express our appreciation and gratitude to Mrs. Jacqueline Molé-Hsieh, World Languages Supervisor, for her commitment, dedication, guidance and support in the creation of this curriculum. Her hard work and dedication is a reflection of the production of this curriculum.

Our gratitude is also extended to Mrs. Candace Goldstein, Director of Special Programs and Mrs. Claudette Rogers Director of Curriculum and Testing, for their additional support in this process.

Members of the Curriculum Writing Committee

Laura Bautista
Amelia Bejerano
Osvaldo Bejerano
Natacha Betancourt
Ana B.Rodríguez
Antoine Speker

Dedication

We dedicate this curriculum to the children of Orange whose lives we hope to touch forever by introducing them to other languages and cultures that will expand their horizons, broaden their knowledge, and enrich their lives.

Introduction

The World Language Curriculum 4th to 8th grade has been written to serve as a guide to ALL the languages taught in the Orange Public Schools.

This Curriculum is based on Thematic Units. There are four thematic units for each grade. All thematic units contain different topics that have been compiled and carefully planned to create a theme.

All thematic units have time lines and a final assessment for the completion of the theme. The summative assessment consists of a final project that is based on a written and oral presentation. A rubric has been created to evaluate the final project of each theme.

The format of this Curriculum consists of:

- *Scope and sequence*: each topic outlines the vocabulary and activities for the teacher to follow.
- *Culture*: cultural capsules (perspectives, products, practices) from the target countries relevant to the theme have been incorporated to each unit.
- *Content Connections*: connections of content disciplines that are studied in the unit are outlined.
- *Grammar*: general grammar points are suggested to the languages that may apply.
- *Assessment formative & summative*: formative assessments are suggested after each topic throughout the unit. A summative and final project is provided for the completion of each unit.
- *Resources*: materials needed during the unit are suggested.
- *Technology*: the use of technology and research based projects are recommended and incorporated in each unit.

Fourth Grade

Thematic Units

City of Orange Board of Education
Orange Board of Education World Language Curriculum

Grade: 4th

Thematic Unit: My house

Time frame: September to October

Objectives: Students will be able to ask and respond to questions about their extended family and describe the rooms/furniture of the house.

NJ Standards/Progress Indicator: 7.1.A.3 7.1.A.4 7.1.B.3 7.1.C.1 7.2.A.2

Scope and Sequence Instructional Activities	Culture	Content Connections	Grammatical Structure	Assessment	Teacher Resources
My extended family * Introduce and review family members using pictures and choral repetition. (mom, dad, brother, sister, son, daughter, uncle, aunt, cousin, baby, grandmother and grandfather). * Teacher uses picture cards and magazines to introduce family members utilizing age and name. * Games to help retain vocabulary (chain, concentration, picture recognition, etc). * Students draw a picture of their family and engage in conversation in small guided groups using verb is and has. (This is my cousin, she is 15 years old) * Students create an album of the family and label each member.	Listen and sing authentic song from target culture. Houses in countries of target language have different structures and colors than those in the United States.	Social Studies: Identifying different countries of target language. Language Arts: Read story of Goldie Locks. Correct sentence structure and proper use of adjectives.	Questions: 1. Who is it? 2. What is her/his name? 3. How old is she/he? 4. What is this? 5. What color is this? 6. Where is it? 7. How is it? 8. Who are they looking for? Grammar: 1. Adjectives go after the noun. 2. Sentences have to agree in gender and number. 3. Sentences with a plural article are plural sentences.	Formative: 1. Album of family 2. Descriptive sentences. 3. Retelling story Summative: Students will construct a short story book with the family, rooms, and furniture of the house and read it to the class.	Picture cards Poster Labels Authentic literature CDs Internet Realia Activity sheets Technology www.quia.com www.languageguide.com www.mvhdq.com/public/v/a/van_derwerken
My house * Introduce and review rooms of a house using pictures and having students repeat the vocabulary (bedroom, living room, dining room, kitchen, bathroom, garden). * Students will label pictures using	Listen to authentic literature in target language. In some countries of target language, it is common for extended families to live together.	Math: Count the family members and rooms of the house. Art: Drawing of family members and rooms of the	Simple sentence structure: 1. Her/ His name is _____. 2. She/He is --- years old. 3. The sister is going to the house. 4. The bed is in the room. 5. The kitchen is small/big. 6. The sofa is in the living room.		

City of Orange Board of Education
Orange Board of Education World Language Curriculum

Grade: 4th

Thematic Unit: My house

Time frame: September to October

Objectives: Students will be able to ask and respond to questions about their extended family and describe the rooms/furniture of the house.

NJ Standards/Progress Indicator: 7.1.A.3 7.1.A.4 7.1.B.3 7.1.C.1 7.2.A.2

word bank. Students will place the correct tag on the picture that applies. * Teacher names rooms of a house and students need to place the pictures in the correct box. * Teacher uses internet pictures to describe the rooms using colors and students complete unfinished sentences. (The bathroom is blue and _____). * Teacher presents verb "to be" and applies it to describe location of family members (The aunt is in the kitchen). Students are called to place the family member in the correct room. House Furniture * Introduce vocabulary of furniture of the house (couch, table, chair, TV, bed, lamp, rug, mirror. . .). * Students practice vocabulary repeating chorally after each picture. * Students create verbal description of furniture utilizing color and size. * Teacher provides students with sticky pictures of the furniture and students place them in the rooms the teacher says. (The bed is in the bedroom. . .). * Students create sentences describing where the family members are (The aunt is sitting on the chair. The son is on the bed. . .).		house.	7. My brother is in the ____. 8. My mom is sitting on the couch. Action words: 1. To be: used for location 2. Has 3. Is		
---	--	--------	---	--	--

City of Orange Board Of Education
Orange Board of Education World Language Curriculum

Grade: 4th

Thematic Unit: My house

Time frame: September to October

Objectives: Students will be able to ask and respond to questions about their extended family and describe the rooms/furniture of the house.

NJ Standards/Progress Indicator: 7.1.A.3 7.1.A.4 7.1.B.3 7.1.C.1 7.2.A.2

Story telling * Students will listen to Goldie Locks and participate in discussion of reading. * Introduce simple commands/sentences that students will use to re-tell the story. *Teacher creates and models a version of the story using the same commands/sentences. * Teacher uses question and respond to reinforce the understanding and proper use of the taught commands and sentences. (Where is the ___ going? Who is he/she looking for?..).					
--	--	--	--	--	--

Name: _____

Date: _____

My house

Points	Verbal	Written	Artistic	Vocabulary
5	Excellent speech. Presentation was delivered smoothly. 100% fluency.	Great structure. Long sentences.	Very artistic. Illustrations correlated with sentences.	All intended vocabulary was used. 90% or more vocabulary was used.
4	Good presentation with some hesitation. 80% fluency.	Good sentences. Some structural errors.	Good visuals. Sentences and art were in accordance.	Most target vocabulary was used. 80% or more vocabulary was used.
3	Shaky presentation with noticeable verbal doubt. 50% fluency.	Noticeable structural errors and spelling mistakes.	Pictures were somewhat related to sentences.	Some target vocabulary was used. 50% of the vocabulary was used.
2	Almost no verbal communication. Less than 40% fluency.	Unclear sentences. Fragments instead of sentences. Many errors.	Almost no art. Pictures did not correlate with sentences.	Almost no target vocabulary was used. Less than 50% of vocabulary was used.
1	No verbal presentation.	No writing done.	No pictures or art.	No target vocabulary was used.

City of Orange Board of Education
Orange Board of Education World Language Curriculum

Grade: 4th

Thematic Unit: All about my city

Time frame: November to January

Objectives: Students will be able to describe places and modes of transportation in the city.

NJ Standards/Progress Indicator: 7.1.A.3 7.1.B.4 7.1.C.1 7.2.A.3

Scope and Sequence Instructional Activities	Culture	Content Connections	Grammatical Structure	Assessment	Teacher Resources
Places * Introduce and review places of the city using pictures (school, park, post office restaurant, hospital, police station, supermarket, bank, airport, movies, flower shop, meat shop, dentist office, doctor's office). * Students practice vocabulary repeating chorally. * Students engage in activities to practice vocabulary (Tic-Tac-Toe, memory, games, charades). * Teachers provide a picture/map of the city and students label the places. * Students will role play asking /telling about places they like to visit in the city.	Video of the city in the target language. Many cities in target language are recognized for their old monuments and churches, among other pieces of architectural art. Popular modes of transportation from the target countries.	Social Studies: Identifying countries from target cultures and their geographical location. Language Arts: Labeling and writing descriptive sentences. Art: Drawing a map of the city. Labeling.	Questions: 1. What is it? 2. What place of the city is it? 3. Where is it? 4. What is this? 5. What color is this? 6. What do you do in? 7. Where are you going? 8. How do you go? Grammar: 1. Questions and answers agreement 2. First person use of verbs. 3. First person and third person questions and answers 4. Sentences have to agree in gender and number. 5. Sentences with a plural article are plural sentences.	Formative: 1. Role play 2. Question and response. 3. Descriptive sentences. Summative: Students create a power point presentation of the places in the city. Students will present their slides to the class.	Picture cards Poster Maps Labels Internet Activity sheets Puzzles Videos Technology www.quia.com www.google.com www.myhq.com/public/v/a/vanderwerken
Activities * Introduce and review action words using pictures (play, work, watch, walk, buy and ask). * Teacher creates simple sentences utilizing different action words (Mom shops at the supermarket) and students follow procedure to interpret pictures and verbalize actions. * Teacher provides blank sentences and	Create a Venn Diagram of the differences and similarities of the parks from target countries and the USA.	Drama: Role-play Technology: Power Point presentation. And internet research.	Simple sentence structure: 1. This is my city 2. My city is _____. 3. I live in _____. 4. I like to visit.		

City of Orange Board Of Education
Orange Board of Education World Language Curriculum

Grade: 4th

Thematic Unit: All about my city

Time frame: November to January

Objectives: Students will be able to describe places and modes of transportation in the city.

NJ Standards/Progress Indicator: 7.1.A.3

7.1.B.4

7.1.C.1

7.2.A.3

students fill in the blanks according to the pictures (I like to ___ in the ___. I can ___ a movie at the ___). * Students work in small guided groups creating an itinerary. * Students collect information from the internet about their city to compare with collected information about a city from the target language. * Students develop full day itinerary of places to be visited. Location * Teacher introduces vocabulary to indicate location (behind, between, in front, a cross, left, right, north, south, east, west). * Teacher question and response (What is behind the bank? What's next to the post office?). * Students engage in a guessing game according to the map. The teacher gives the clues (It is north from the city. It is on the left side of the gas station? What is it?). Transportation * Introduce and review vocabulary words or modes of transportation (car, bus, motorcycle, bike, train, subway). * Teacher uses pictures of modes of transportation to demonstrate proper use of "to take". (I take the bus to go to the movies).			5. My favorite place is 6. I like to eat at ____. 7. I go by ____. 8. I take the ____. Action words: 1. Go 2. Take 3. Use 4. Ride 5. Walk 6. Find		
--	--	--	--	--	--

City of Orange
Orange Board of Education World Language Curriculum

Grade: 4th

Thematic Unit: All about my city

Time frame: November to January

Objectives: Students will be able to describe places and modes of transportation in the city.

NJ Standards/Progress Indicator: 7.1.A.3 7.1.B.4 7.1.C.1 7.2.A.3

* Students exchange pictures providing verbal information about how they will get around the city. * Students distinguish common modes of transportation in America versus those in specific countries of target culture. * Students create written sentences to describe pictures stating how to get to a specific place.					
--	--	--	--	--	--

Name _____

Date: _____

My city in Power Point

Points	Vocabulary	Artistic	Verbal presentation
5	90% or more of intended vocabulary was used.	Very artistic. Power point presentation clearly illustrated target vocabulary for the city. Great special effects.	Excellent speech. Presentation was delivered smoothly.
4	Most target vocabulary was used. 80% or more vocabulary was used.	Good visuals. Power point was used to illustrate 80% of the intended places of the city. Good special effects.	Good presentation with some hesitation.
3	Some target vocabulary was used. Only about 50% vocabulary was used.	Only about 50% of the places of the city are illustrated in power point presentation. Special effects were repetitious..	Shaky presentation with noticeable verbal doubt.
2	Almost no target vocabulary was used. Less than 40%-was used.	Almost no art. Less than 40% of the target places are presented in the presentation. Almost no special effects were used.	Almost no verbal communication.
1	No target vocabulary was used.	No power point presentation.	No verbal presentation.

City of Orange - Board of Education
Orange Board of Education World Language Curriculum

Grade: 4th

Thematic Unit: The supermarket

Time frame: February to April

Objectives: Students will be able to interact in simple conversation about shopping at the grocery store.

NJ Standards/Progress Indicator: 7.1.A.3 7.1.A.5 7.1.B.4 7.1.C.1 7.2.A.4 7.2.C.1

Scope and Sequence Instructional Activities	Culture	Content Connections	Grammatical Structure	Assessment	Teacher Resources
Fruit and vegetables * Introduce and review vocabulary words for fruits and vegetables using plastic food (pear, apple, banana, cherry, strawberry, grapes, peach, lemon, watermelon, orange, lettuce, carrots, onions, tomato, cucumber, peppers, etc). * Games to practice vocabulary (food chain, charades, concentration). * Teacher questions and answers targeting color and size. * Students pair up reviewing words for fruits/vegetables.	Open markets are common in countries of target language. Authentic menu from a restaurant of target language.	Social Studies: Comparing eating customs of target culture and their own. Identifying target language countries and their cultural perspectives. Language Arts: Labeling and writing sentences.	Questions: 1. What is it? 2. What color is it? 3. Do you like it? 4. What is your favorite? 5. How much is it? 6. What do you want? 7. How is it? 8. Do you need? Grammar: 1. Questions and answers agreement 2. Proper use of I like and I don't like. 3. Singular or plural use of quantity when shopping. Simple sentence structure: 1. This is a _____. 2. I like _____. 3. I don't like _____. 4. I want _____. 5. I don't want _____. 6. The price is _____. 7. The fruit is _____.	Formative: 1. Skit 2. Descriptive sentences. 2. Mini book Summative: Students create a list of items that they need to shop for. They will interact in a role-play with the cashier.	Picture cards Poster Labels Plastic foods Food pyramid Paper money Activity sheets Puzzles Technology www.quia.com www.suelebeau.com www.myhq.com/public/v/a/vande_rwerken
Meats and Dairy * Introduce and review vocabulary words for dairy products and meats using plastic foods and pictures (milk, cheese, yogurt, fish, meat, chicken, ham). * Students use plastic foods to repeat and practice vocabulary. * Students create illustrations for foods called by teacher. * Teacher presents typical dishes from target culture through internet pictures and students compare with typical American foods.	Taste real foods from target countries. Compare currency from target countries with U.S dollars.	Math: Numbers and use of currency. Gathering data of food preferences. Science: Food pyramid. Art: Creating a mini book of foods. Drama: Role-play a skit.			

City of Orange Board of Education
Orange Board of Education World Language Curriculum

Grade: 4th

Thematic Unit: The supermarket

Time frame: February to April

Objectives: Students will be able to interact in simple conversation about shopping at the grocery store.

NJ Standards/Progress Indicator: 7.1.A.3 7.1.A.5 7.1.B.4 7.1.C.1 7.2.A.4 7.2.C.1

Likes and dislikes

- * Introduction of expression likes and dislikes and stating preferences (I like, I don't like, What do you like?).
- * Teacher interacts with students by passing out plastic food and targeting questions (Do you like?)
- * Students work in small groups stating preferences in regards to foods and collecting data from the group responses.
- * Students develop a mini book of foods where they will categorize foods by fruit, vegetable, meat and dairy.

Shopping

- * Introduce and review numbers.
- * Teacher question and answer introduction (How much is it?).
- * Teacher reviews with students how to count money and give proper change.
- * Introduce different currency from target countries.
- * Students role playing buying with paper money in a market using target question: How much is it? And proper response "It is..."
- * Teacher presents students with pictures of markets in target countries for students to compare and contrast with the United States.

Action Words:

1. To like
2. To want
3. To need
4. To be
5. To eat
6. To cost
7. To dislike

N. 10 _____

Date: _____

Shopping list

At the supermarket

Points	Written shopping list	Categorizing foods	Points	Fluency	Vocabulary
5	Shopping list was clear and precise. All foods were used.	All foods were correctly placed.	5	Conversation was fluent. Dialogue was very coherent and without hesitation.	All vocabulary was used and it was utilized properly.
4	Shopping list was good. Most foods were used.	90% of foods were correctly placed.	4	Good dialogue and conversation with little doubt. Point was presented effectively.	80% of the vocabulary was used correctly.
3	Shopping list was incomplete.	50% of foods were organized in the wrong category.	3	Hesitation during the dialogue. 50% of the ideas were not correctly presented.	50% of vocabulary was used. Vocabulary was used incorrectly more than 50% of the time.
2	Shopping list lacked most of the vocabulary.	More than 60% of foods were categorized incorrectly.	2	Gaps in the dialogue. Incomplete sentences. Poor use of speech.	Very little vocabulary was used. A lot of mistakes were made using it.
1	No shopping list was provided.	Foods were not categorized.	1	No dialogue	Hardly any or no vocabulary was used.

Total _____

Total _____

TOTAL _____

City of Orange Department of Education
Orange Board of Education World Language Curriculum

Grade: 4th

Thematic Unit: What time is it?

Time frame: May to June

Objectives: Students will be able to exchange information about telling time.

NJ Standards/Progress Indicator 7.1A.1 7.1A.5 7.1B.1 7.1B.3 7.1C.2 7.2A.1

Scope and Sequence Instructional Activities	Culture	Content Connections	Grammatical Structure	Assessment	Teacher Resources
Numbers * Introduce and review vocabulary of numbers 1 to 100. * Teacher reinforces comprehension with pictures of the numbers and activities (chain game, bingo, etc). * Teacher reviews counting by 2's, 5's and 10's. And has students practice with a partner. * Teacher question and answer (How many minutes are there in an hour? How many seconds are there in a minute?, etc). Telling Time * Introduce and review vocabulary related to the time (morning, afternoon, night, minutes, seconds, quarter, hour, half an hour, etc). * Teacher reinforces comprehension and retention of vocabulary using a clock. * Teacher questions and answers (What time is it? Is it two o'clock?). * Students write in short sentences the different times the teacher displays on the clock	Time zones change according to the geographic location of the target countries. Military time is popular in certain countries.	Social Studies: Comparing time zones. Language Arts: Writing sentences. Math: Numbers, counting and telling time. Art: Drawing a clock. Technology: Power point presentation.	Questions: 1. What number is this? 2. Can you count by 5's? 3. What time is it? 4. Is it three or four o'clock? 5. Do you have the time? 6. Where do you go at ___? Grammar: 1. Question and answer agreement 2. Sentences with a plural article are plural sentences Simple sentence Structure: 1. It is two thirty in the afternoon. 2. It is one o'clock 3. At four o'clock I go to ___?	Formative: 1. Oral evaluation 2. Activity sheet 3. Research of time zones. 4. Skit Summative: Students will create a power point presentation showing a schedule of their school day.	Pictures cards Internet Construction paper Clocks Maps Technology www.quia.com www.languageguide.com

City of Orange Board of Education
Orange Board of Education World Language Curriculum

Grade: 4th

Thematic Unit: What time is it?

Time frame: May to June

Objectives: Students will be able to exchange information about telling time.

NJ Standards/Progress Indicator 7.1A.1 7.1A.5 7.1B.1 7.1B.3 7.1C.2 7.2A.1

* Teacher provides a working sheet with blank clocks. The teacher will dictate to students the time for each blank clock. * Students will be called up to practice the time. They will set the time on the clock according to the time the teacher calls out. * Students will research the time difference of several countries according to their location. Schedule * Introduce and review vocabulary words for school subjects (math, reading, art, languages, music, science, social studies, recess, technology, etc). * Teacher introduces how to state what to do at different times of the day. (I go to art at two fifteen). * Teacher calls out times and subjects and students create illustrations to match what the teacher said. * Students work in pairs stating what classes they go to at different times of the day. * Teacher models how to create a written schedule using subjects and time and students compose a weekly or daily schedule following the guide.			Action words: 1. To count 2. To tell 3. To go 4. To visit		
---	--	--	--	--	--

Name _____

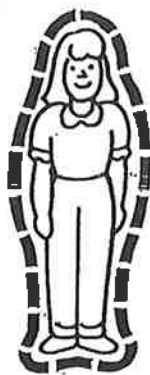
Date: _____

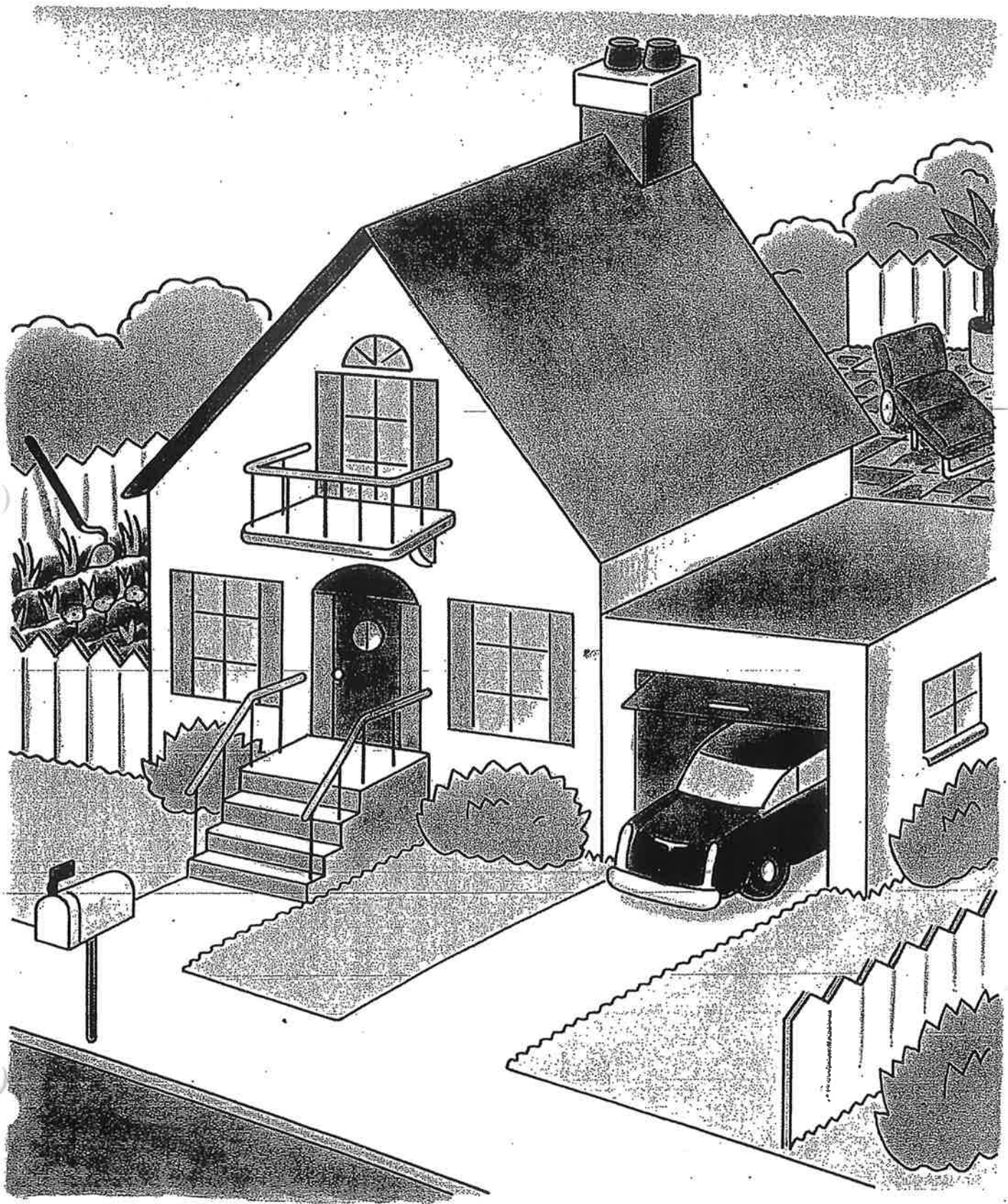
What time is it? in Power Point

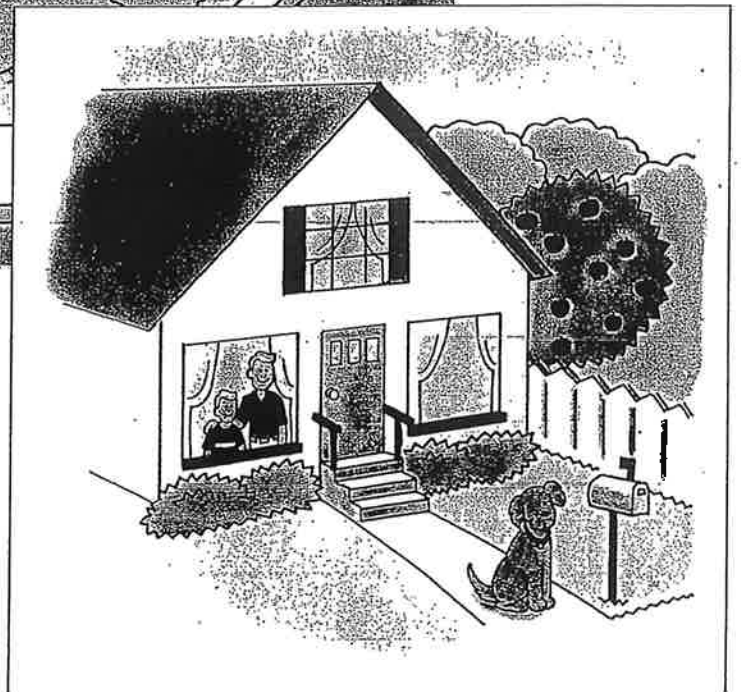
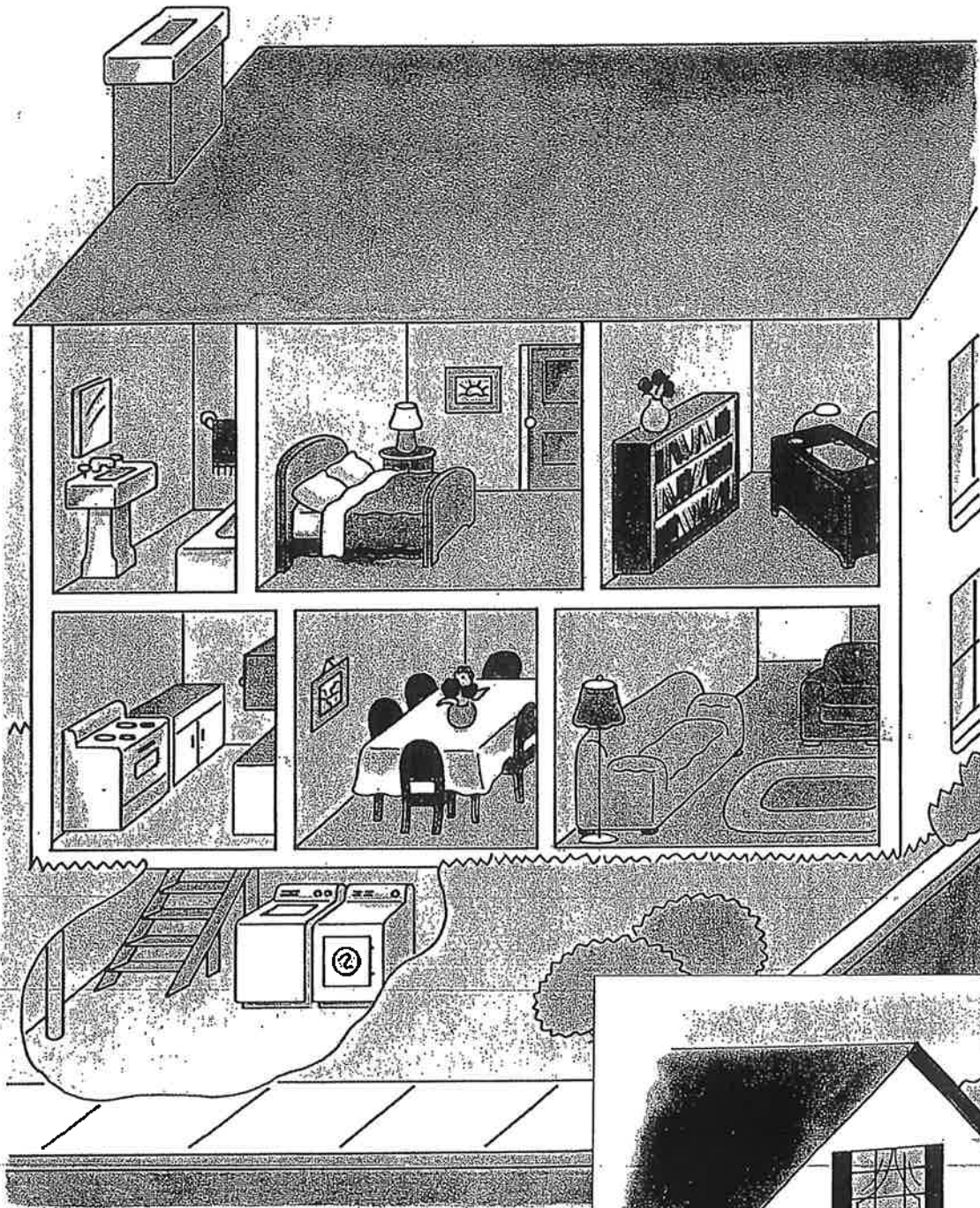
Points	Vocabulary	Artistic	Verbal presentation
5	90% or more of intended vocabulary was used for house, city and time.	Very artistic. Power point presentation clearly illustrated target vocabulary for the city. Great special effects.	Excellent speech. Presentation was delivered smoothly stating time and locations 90% of the time or more.
4	Most target vocabulary was used. 80% or more vocabulary was used for house, city and time.	Good visuals. Power point was used to illustrate 80% of the intended places of the city. Good special effects.	Good presentation with some hesitation. Some places were missing but didn't affect presentation.
3	Some target vocabulary was used. Only about 50% vocabulary was used.	Only about 50% of the places of the city are illustrated in power point presentation. Special effects were repetitious..	Shaky presentation with noticeable verbal doubt. Errors in telling time and locations around the house and city.
2	Almost no target vocabulary was used. Less than 40% was used.	Almost no art. Less than 40% of the target places are presented in the presentation. Almost no special effects were used.	Almost no verbal communication. Not enough information about their whereabouts in the house or city.
1	No target vocabulary was used.	No power point presentation.	No verbal presentation.

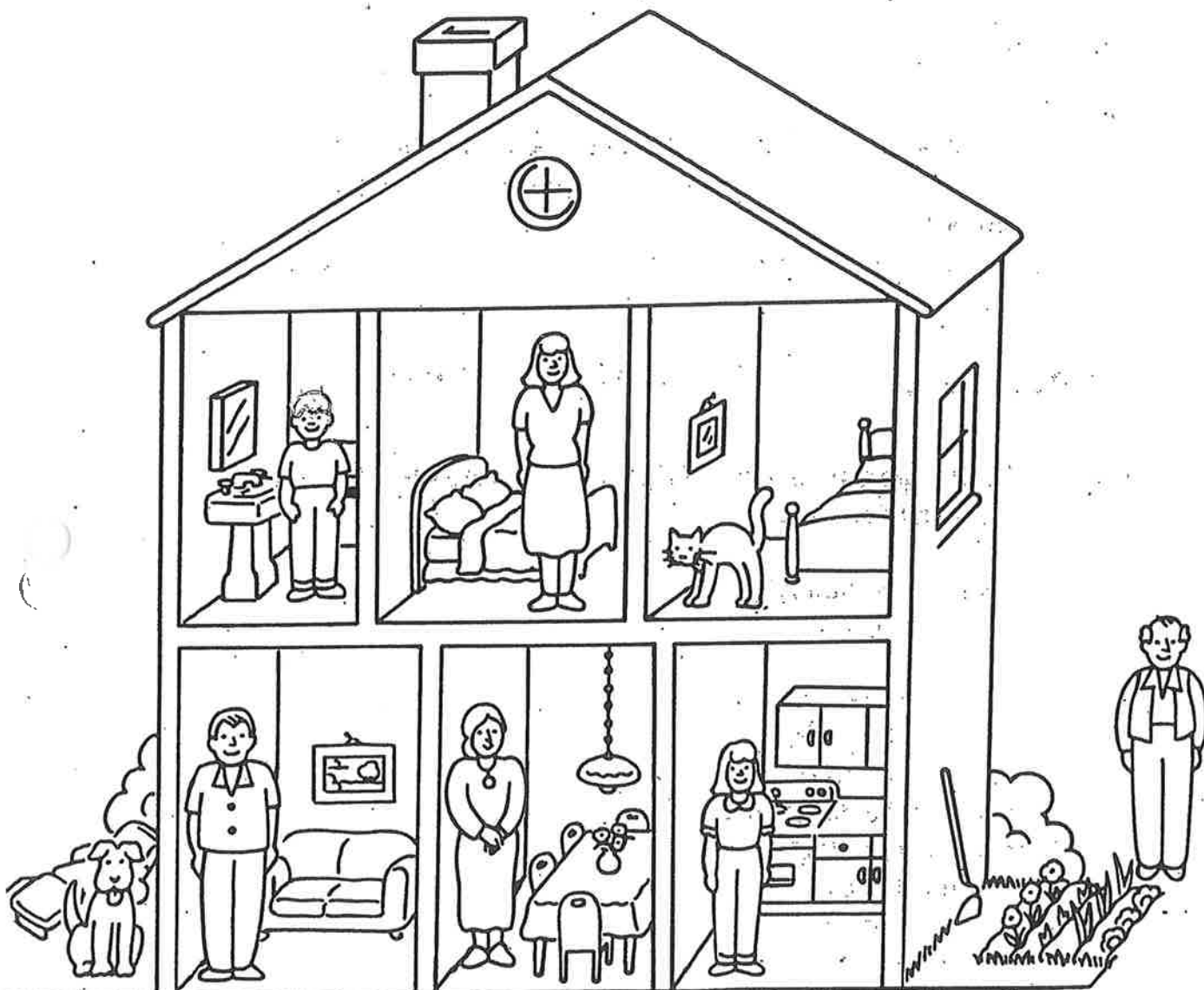
Fourth Grade

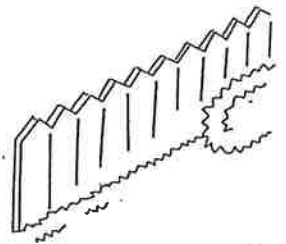
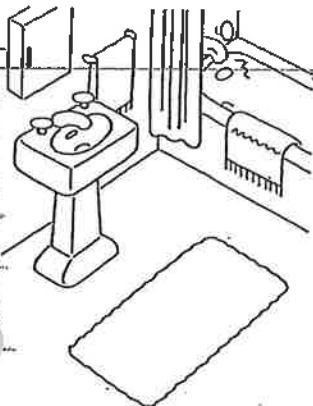
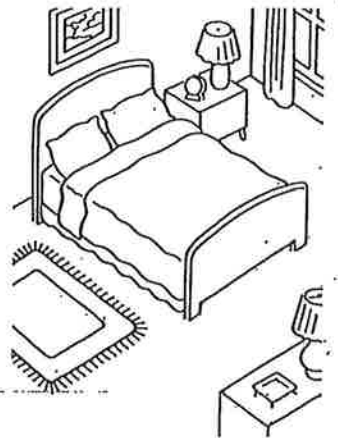
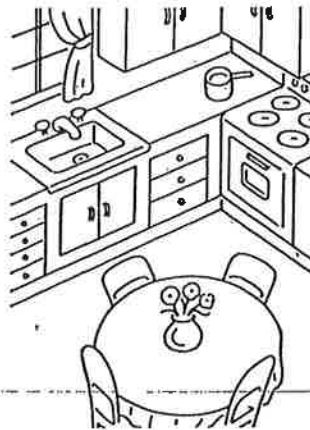
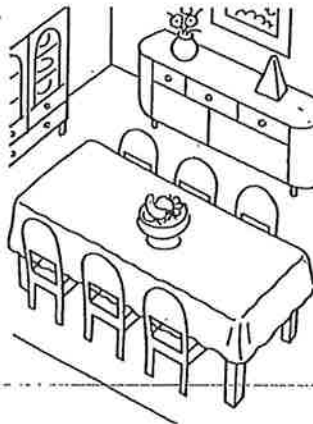
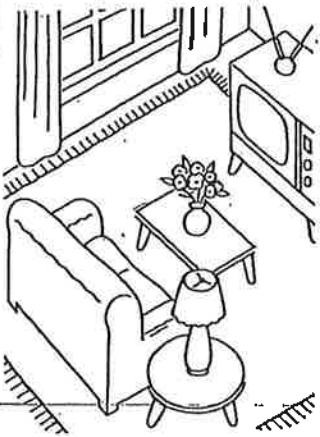
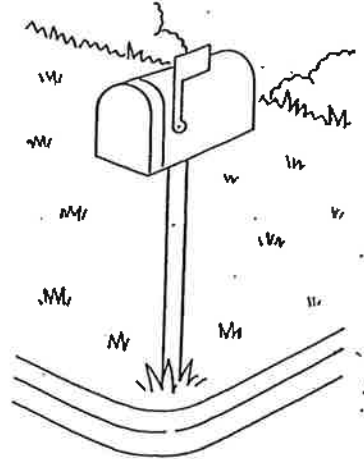
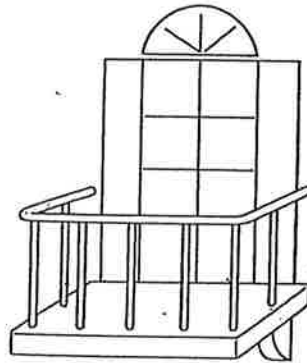
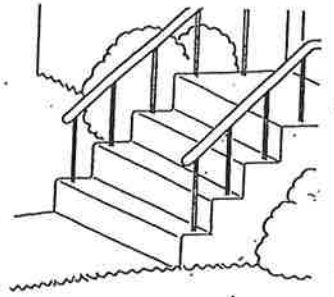
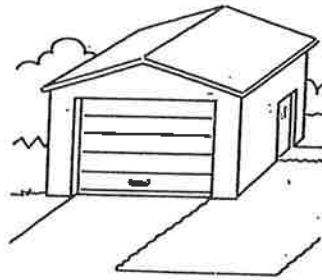
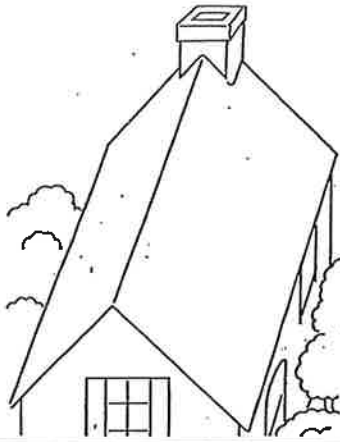
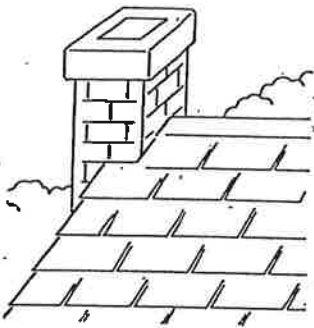
Attachments

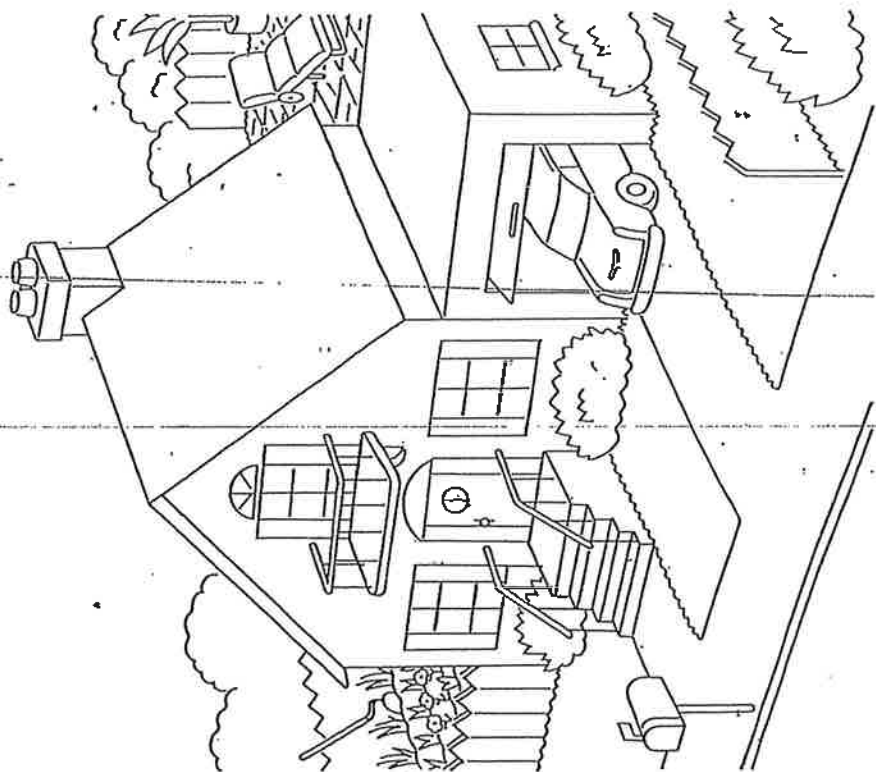
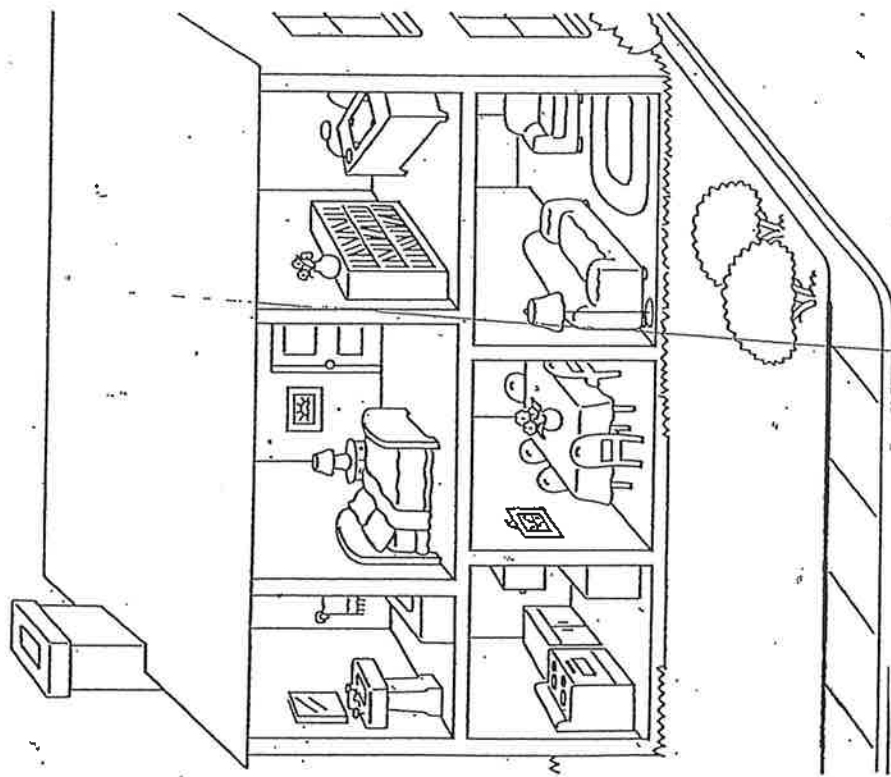


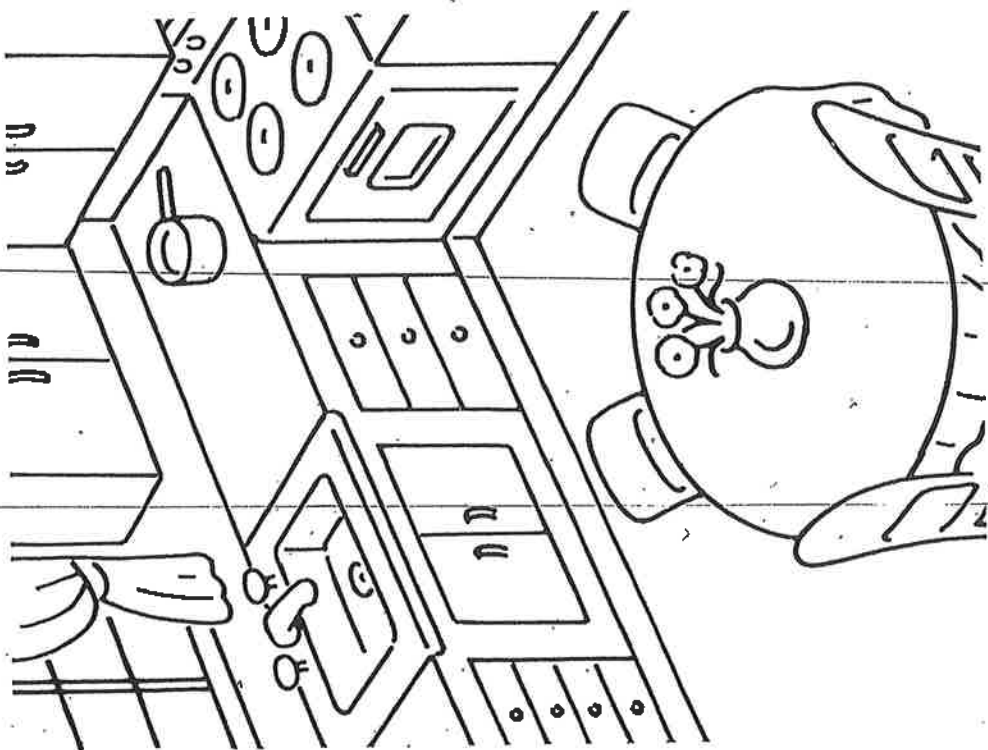
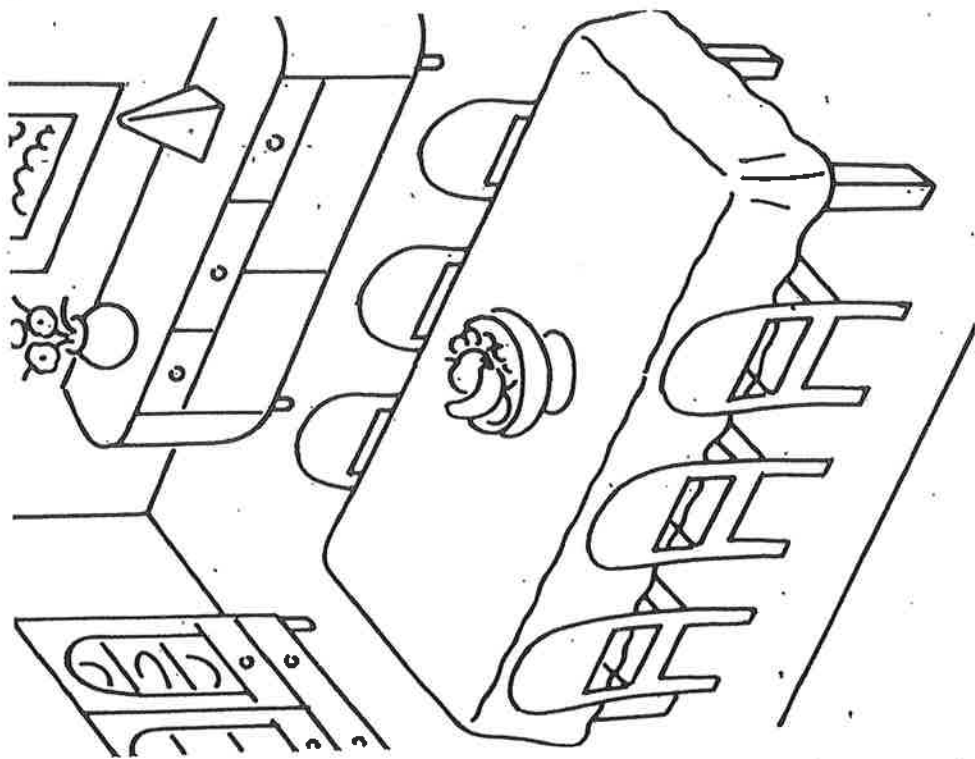


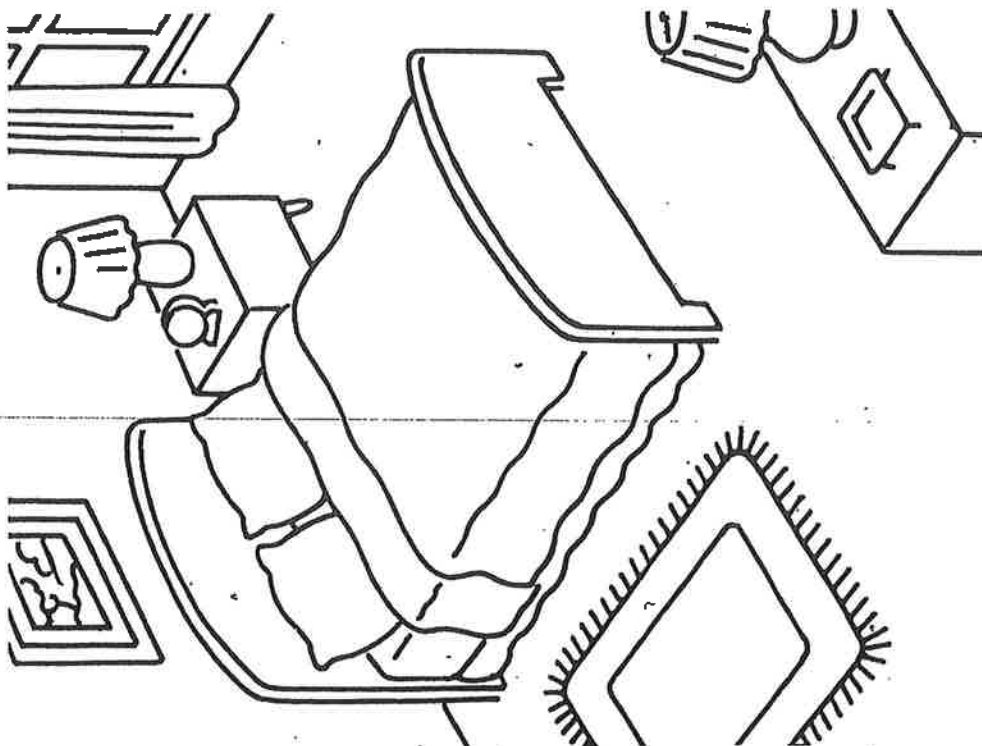
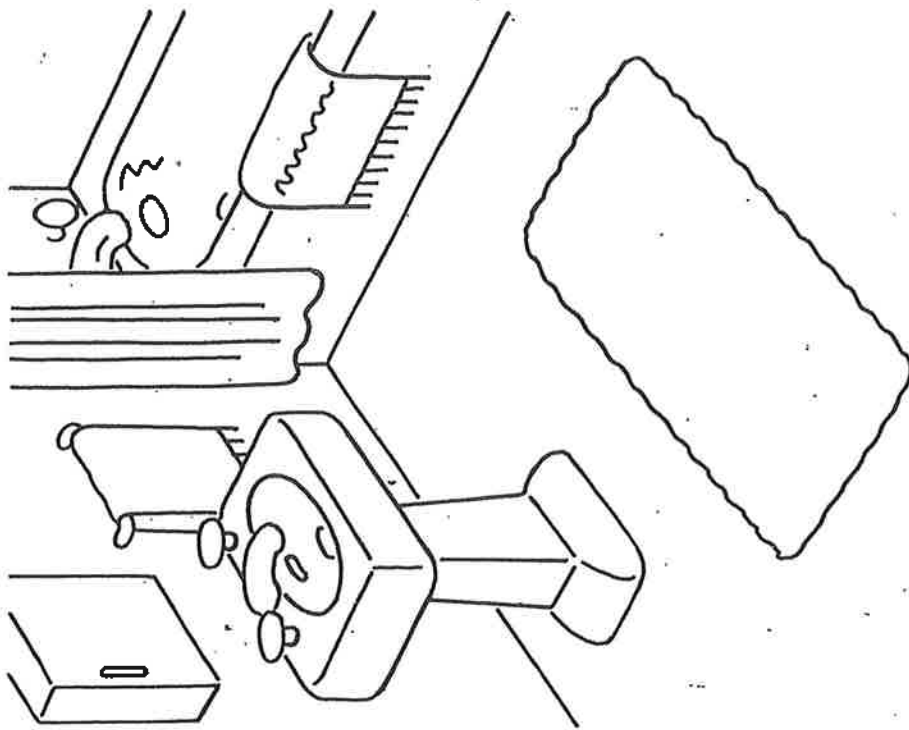


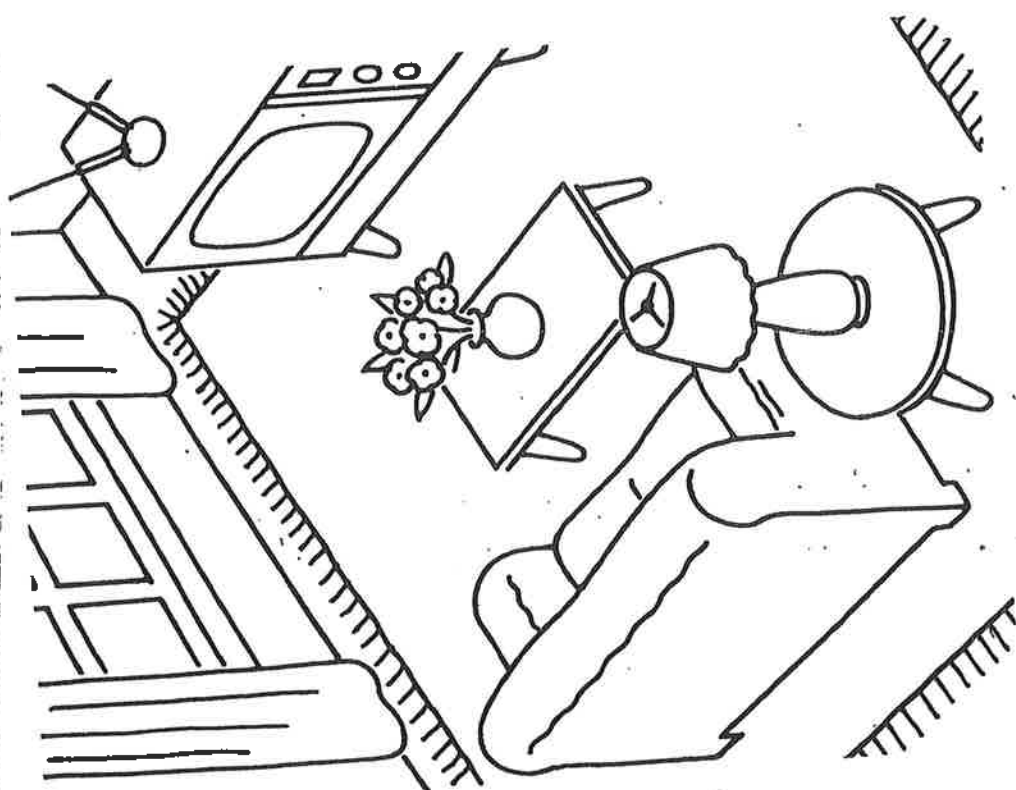
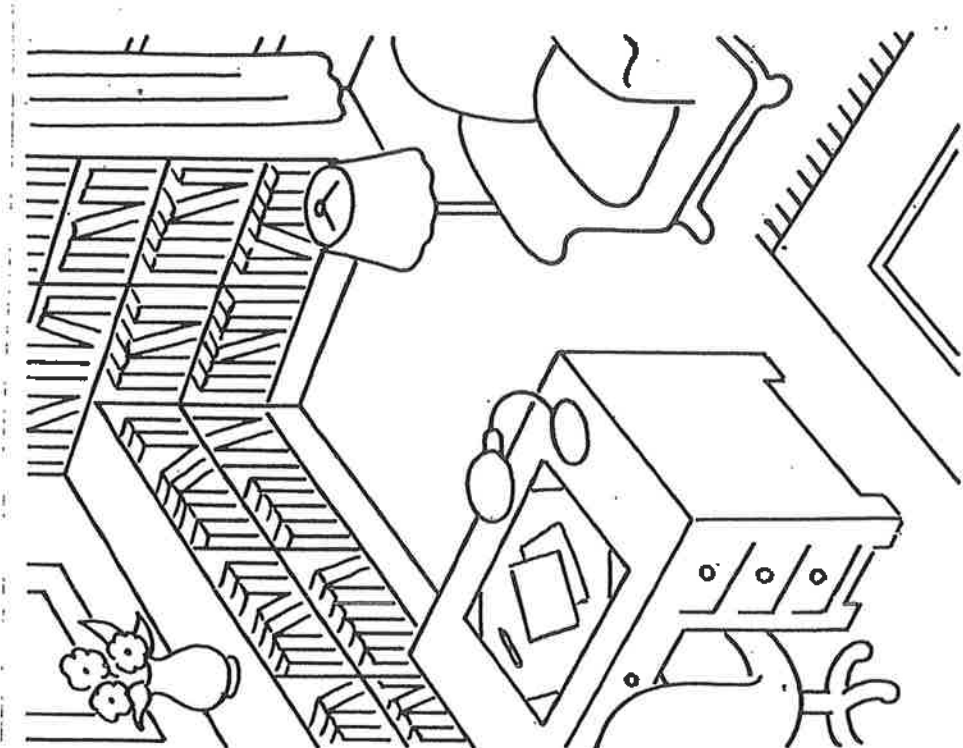


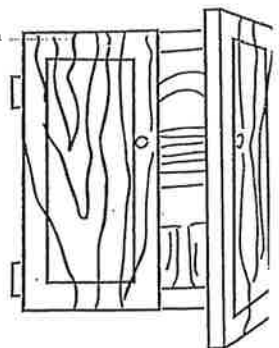
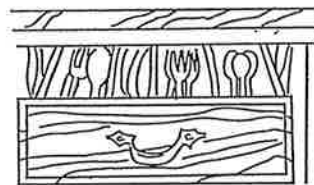
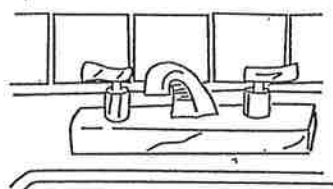
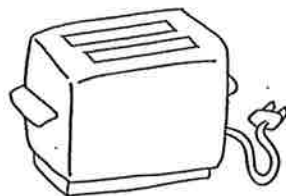
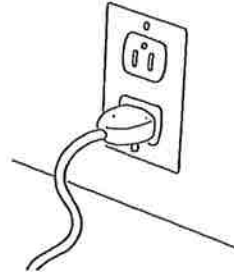
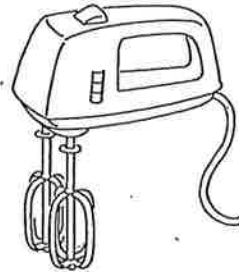
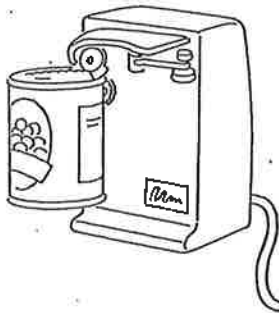
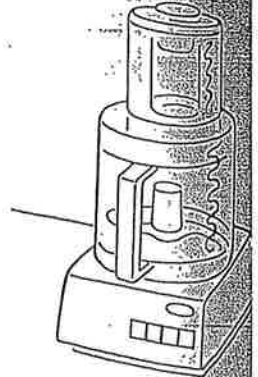
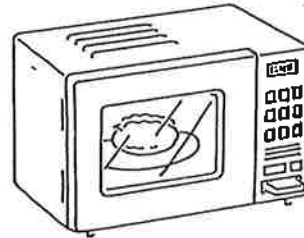
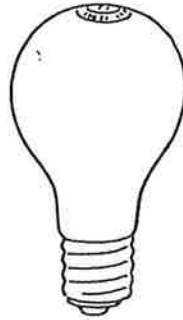
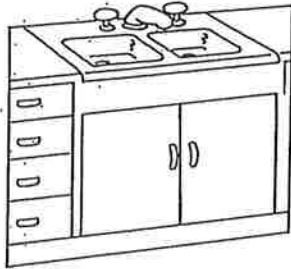
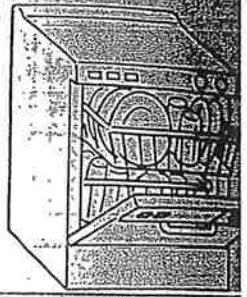
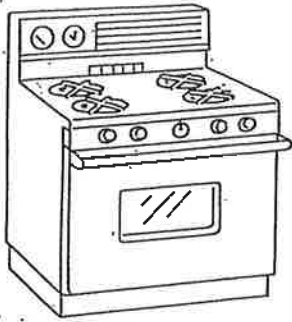


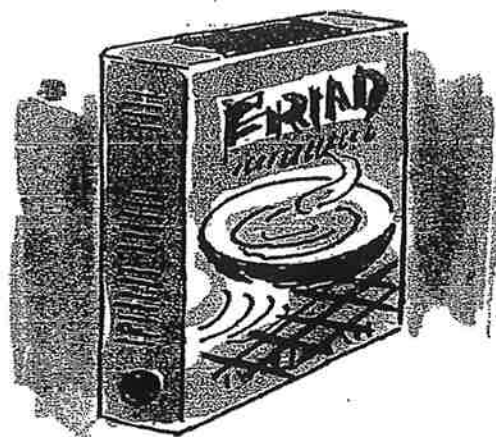
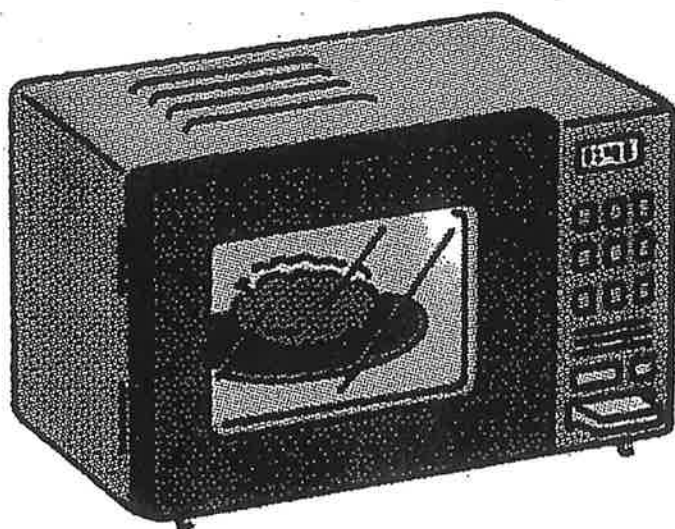
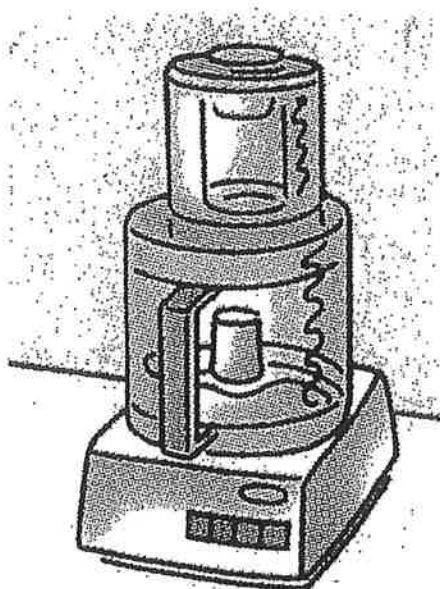


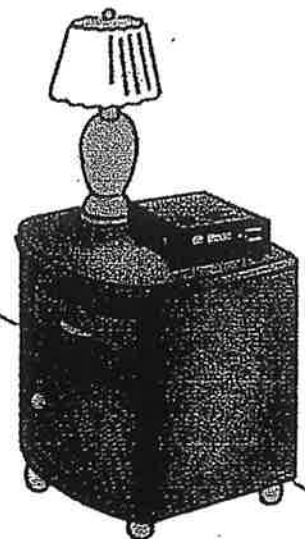
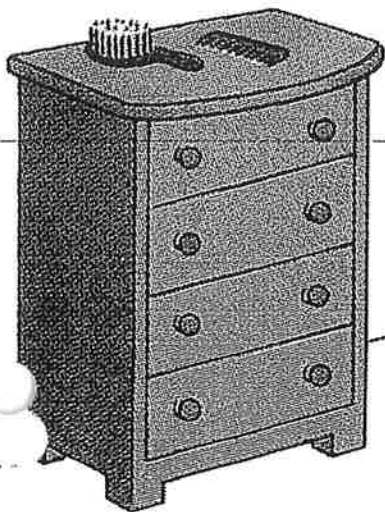
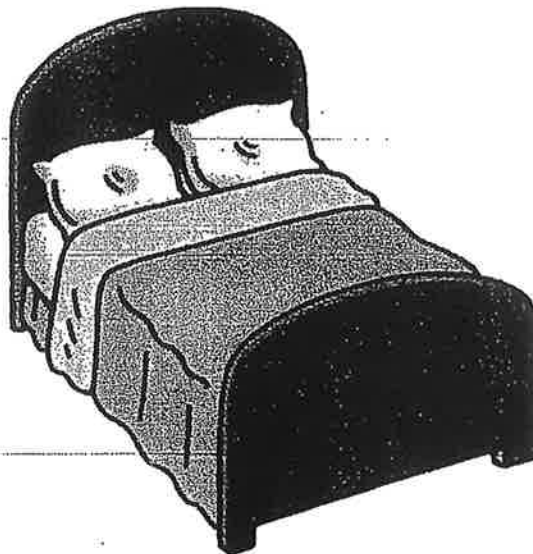
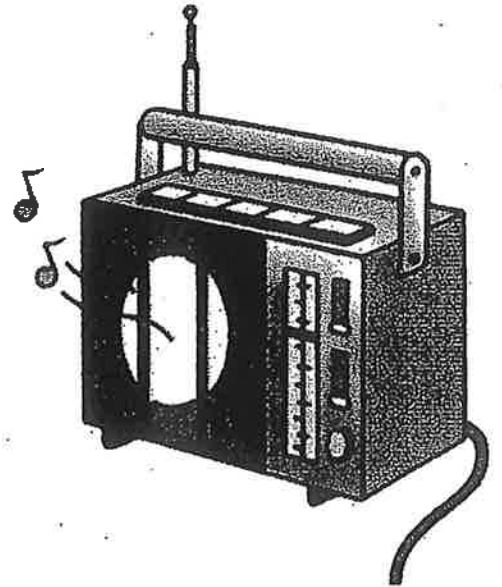
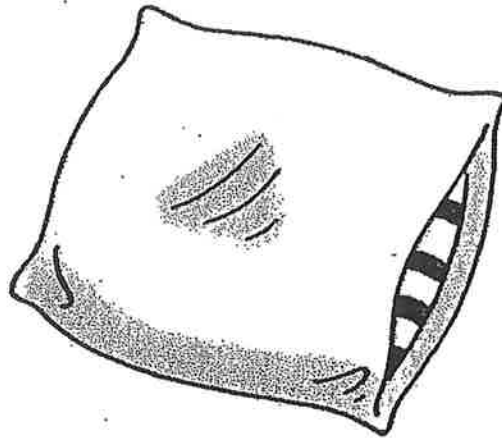
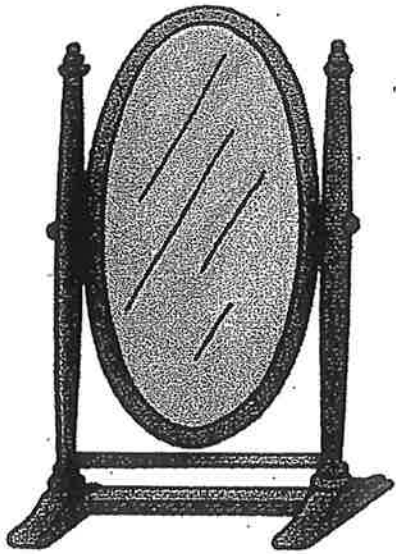


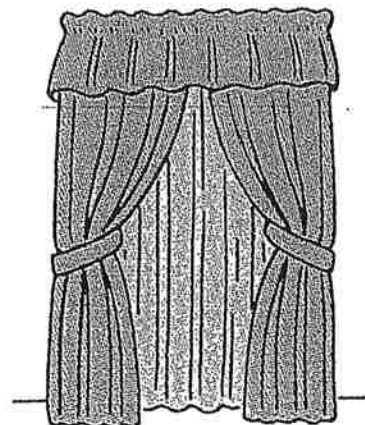
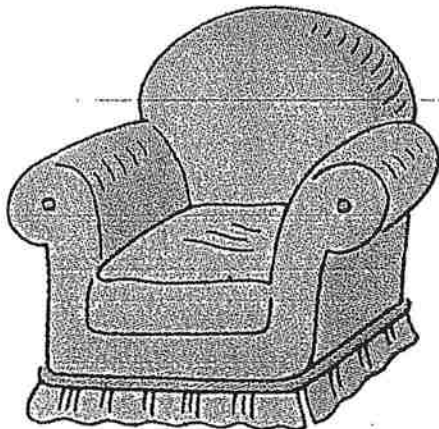
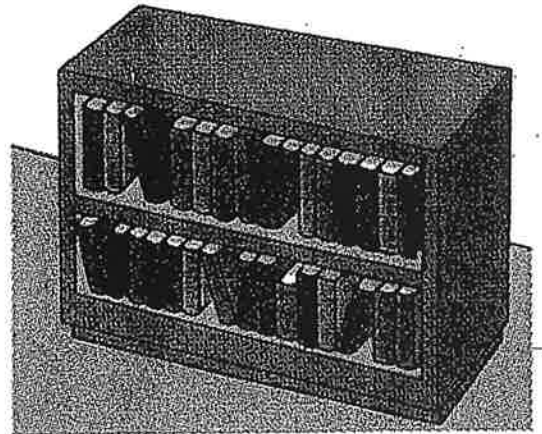
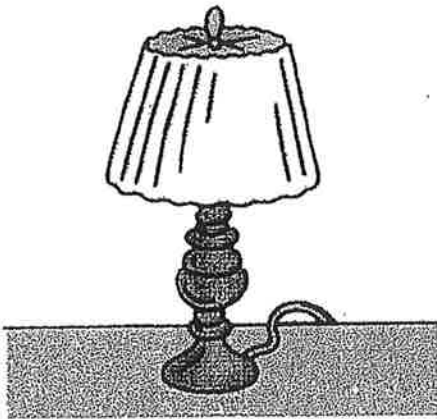
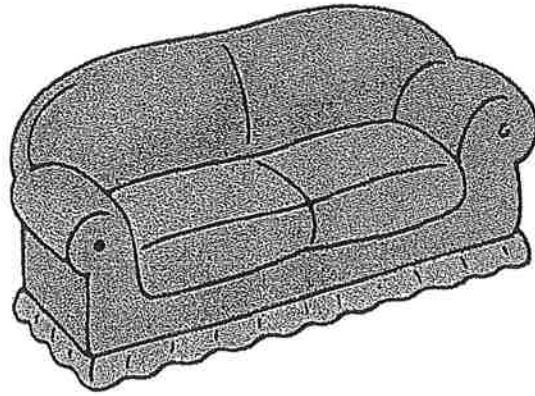
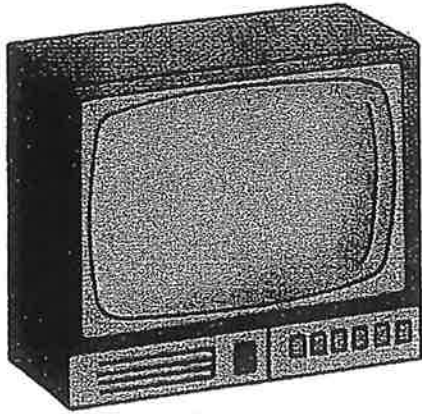


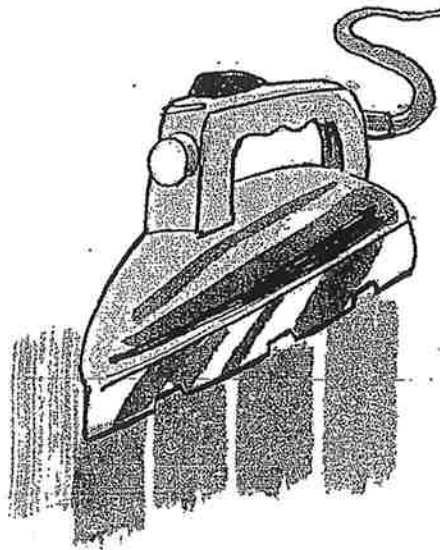
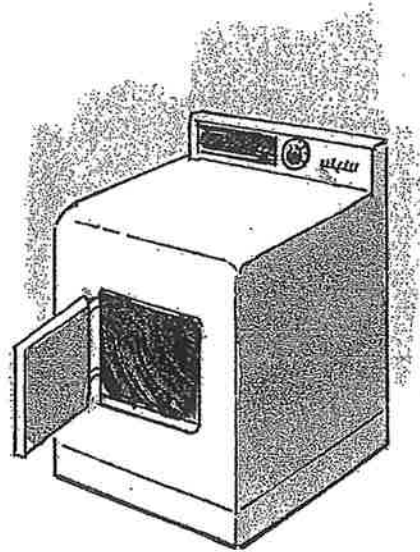
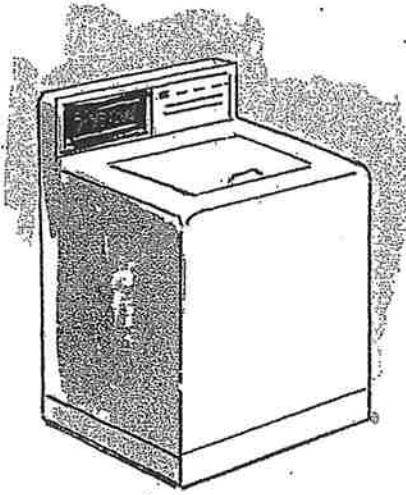


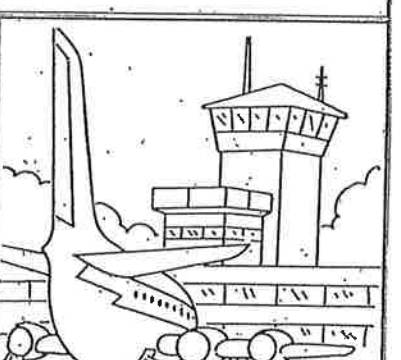
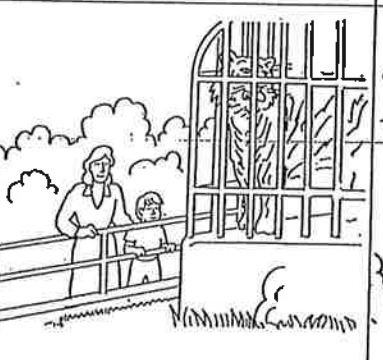
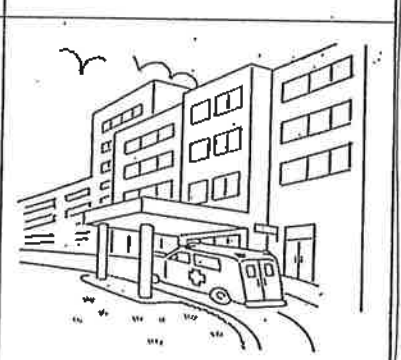
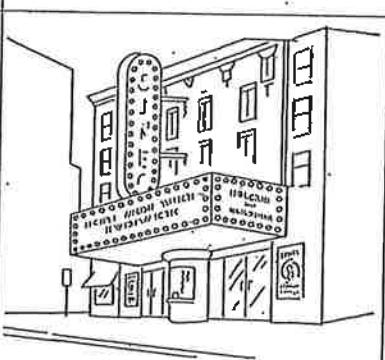
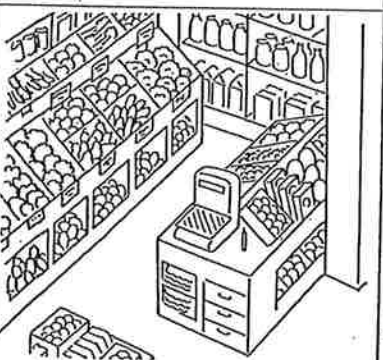
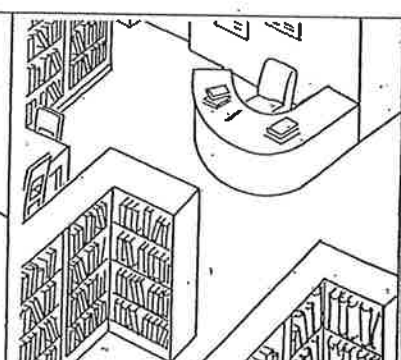
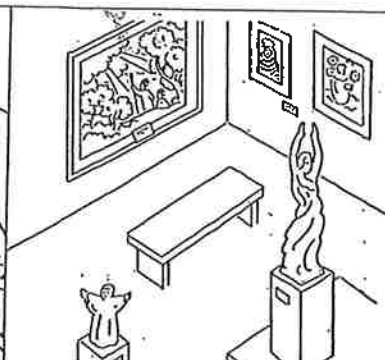
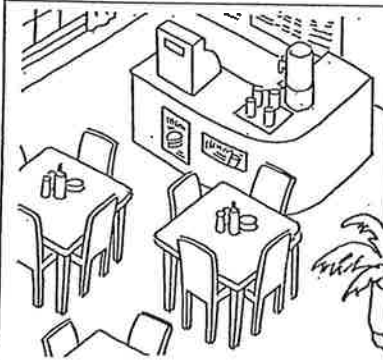


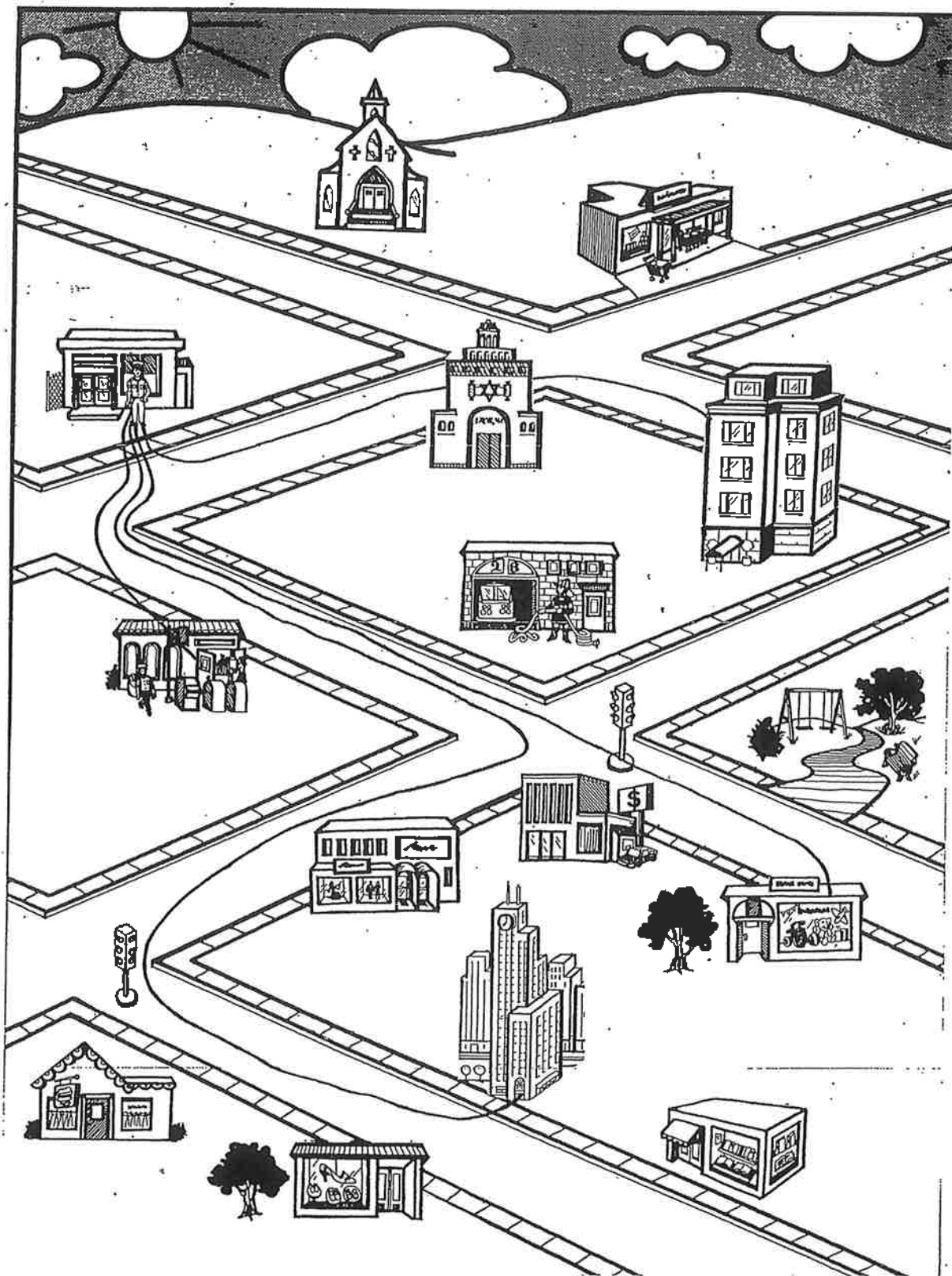


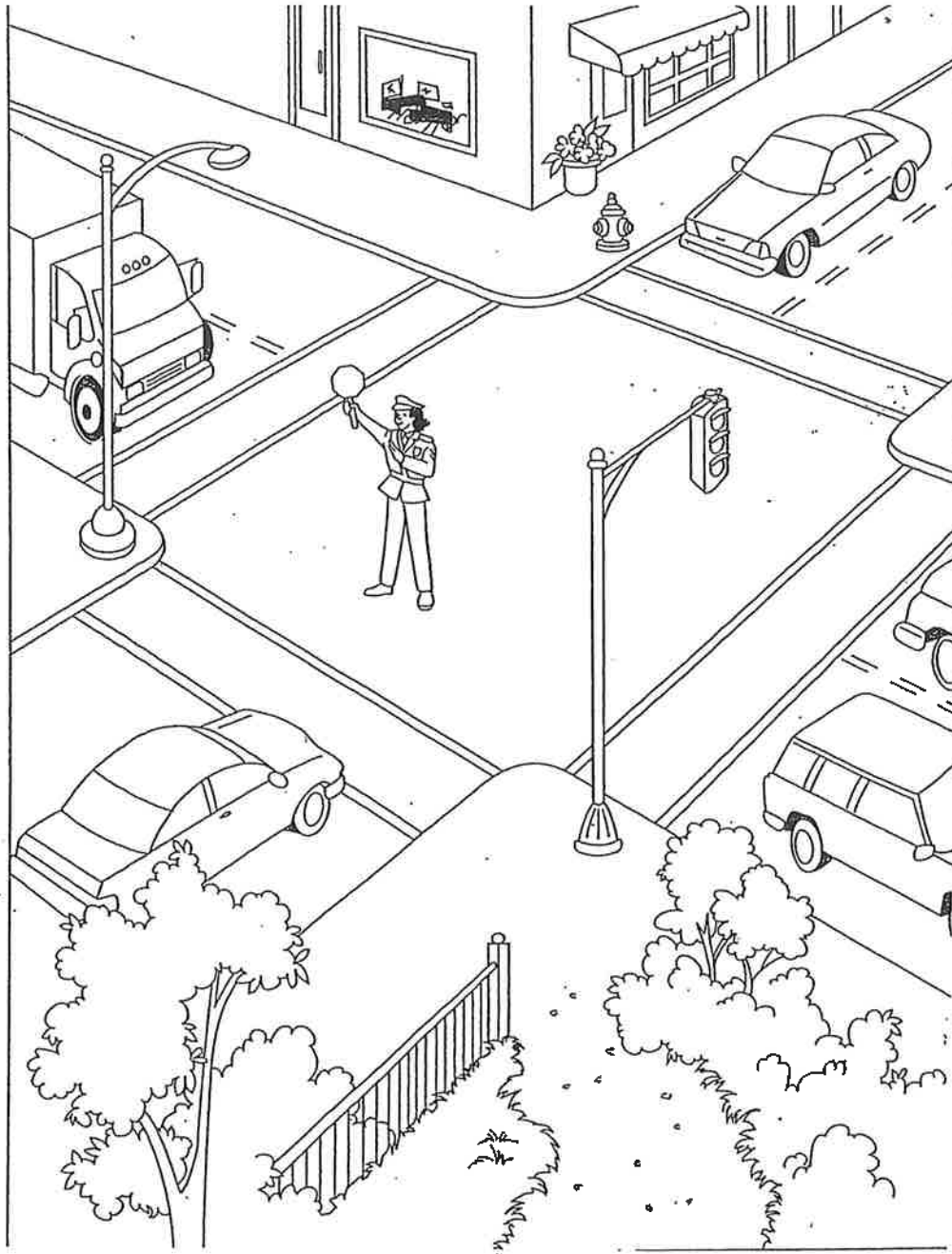


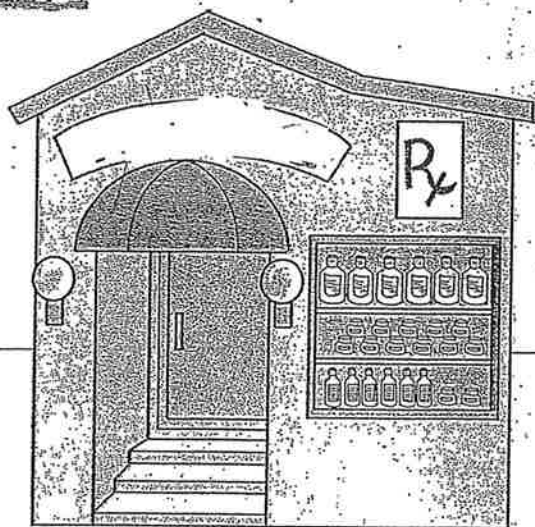




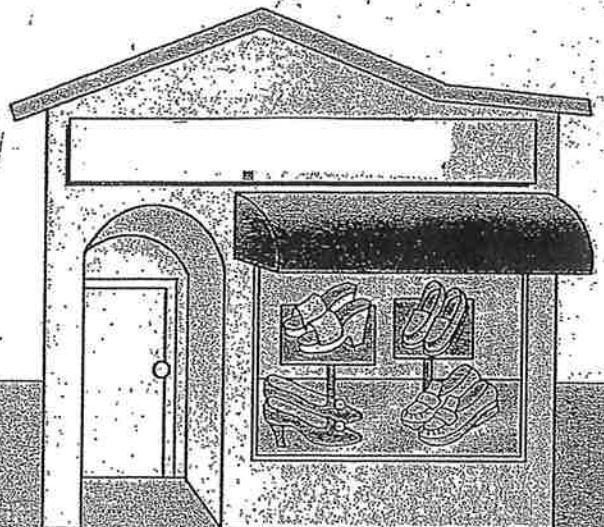








N

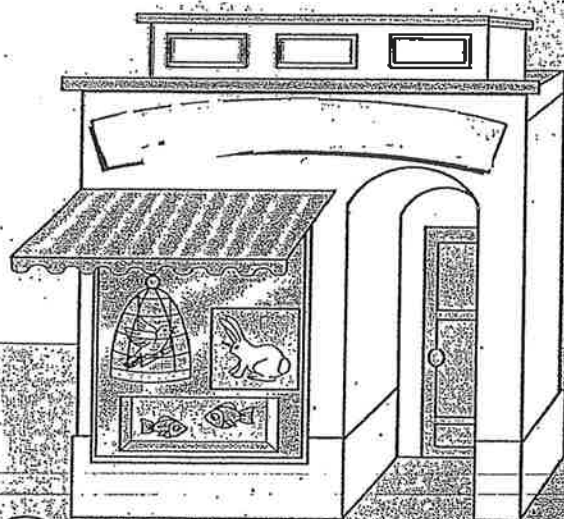


6

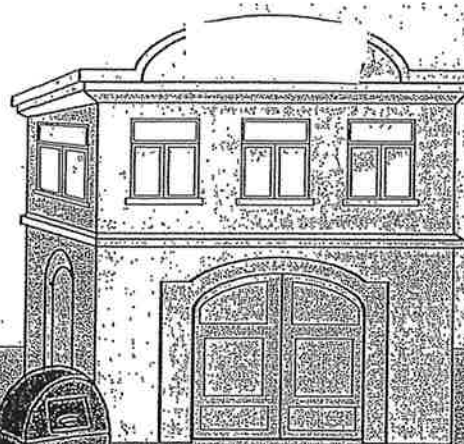


E

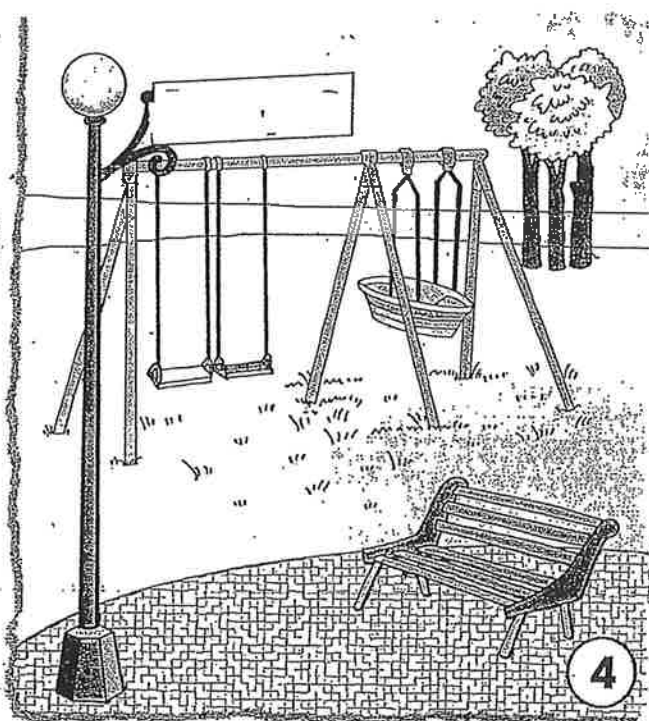
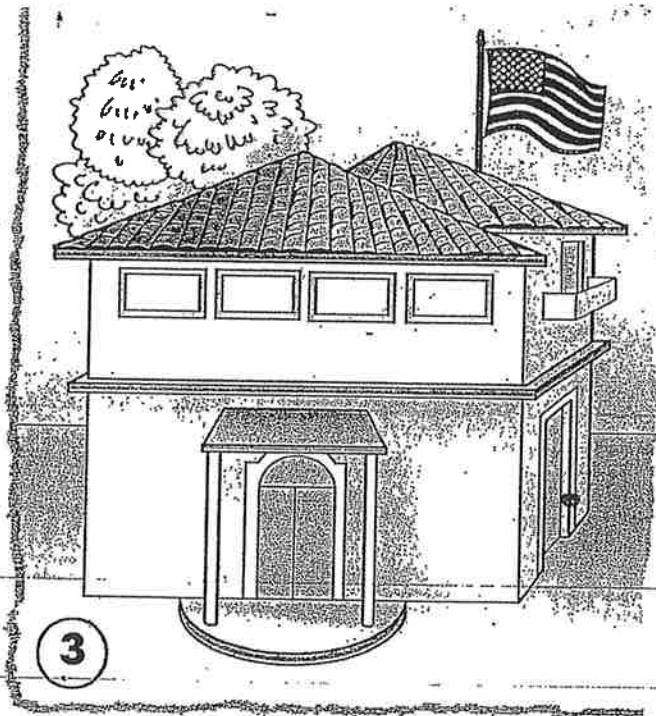
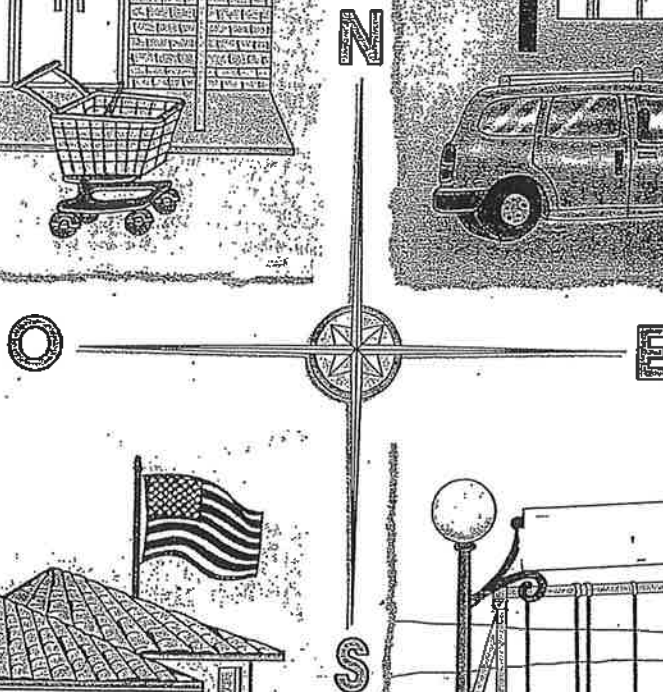
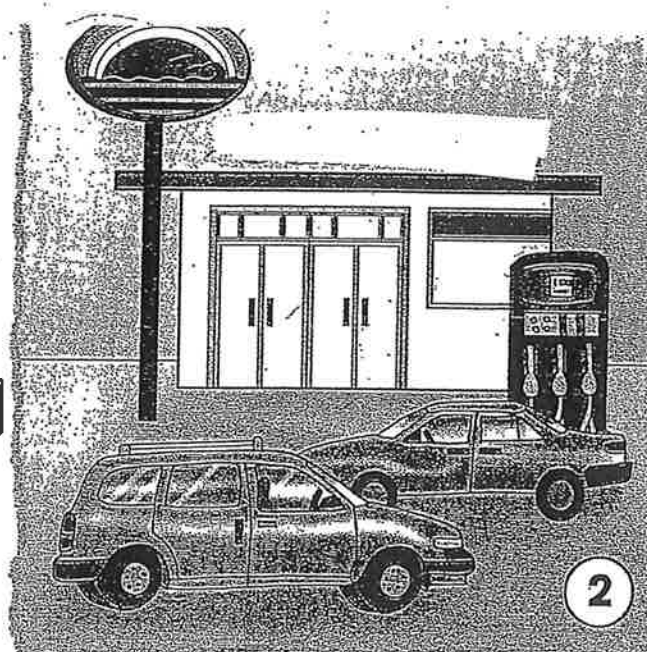
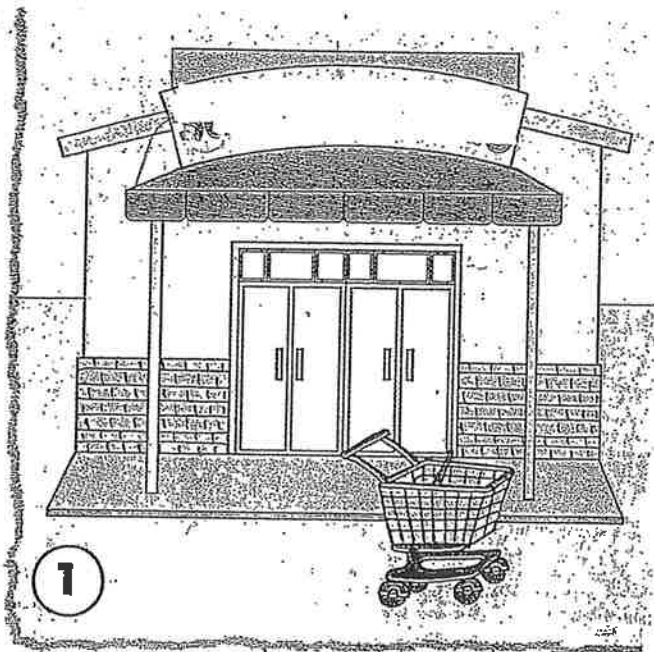
S

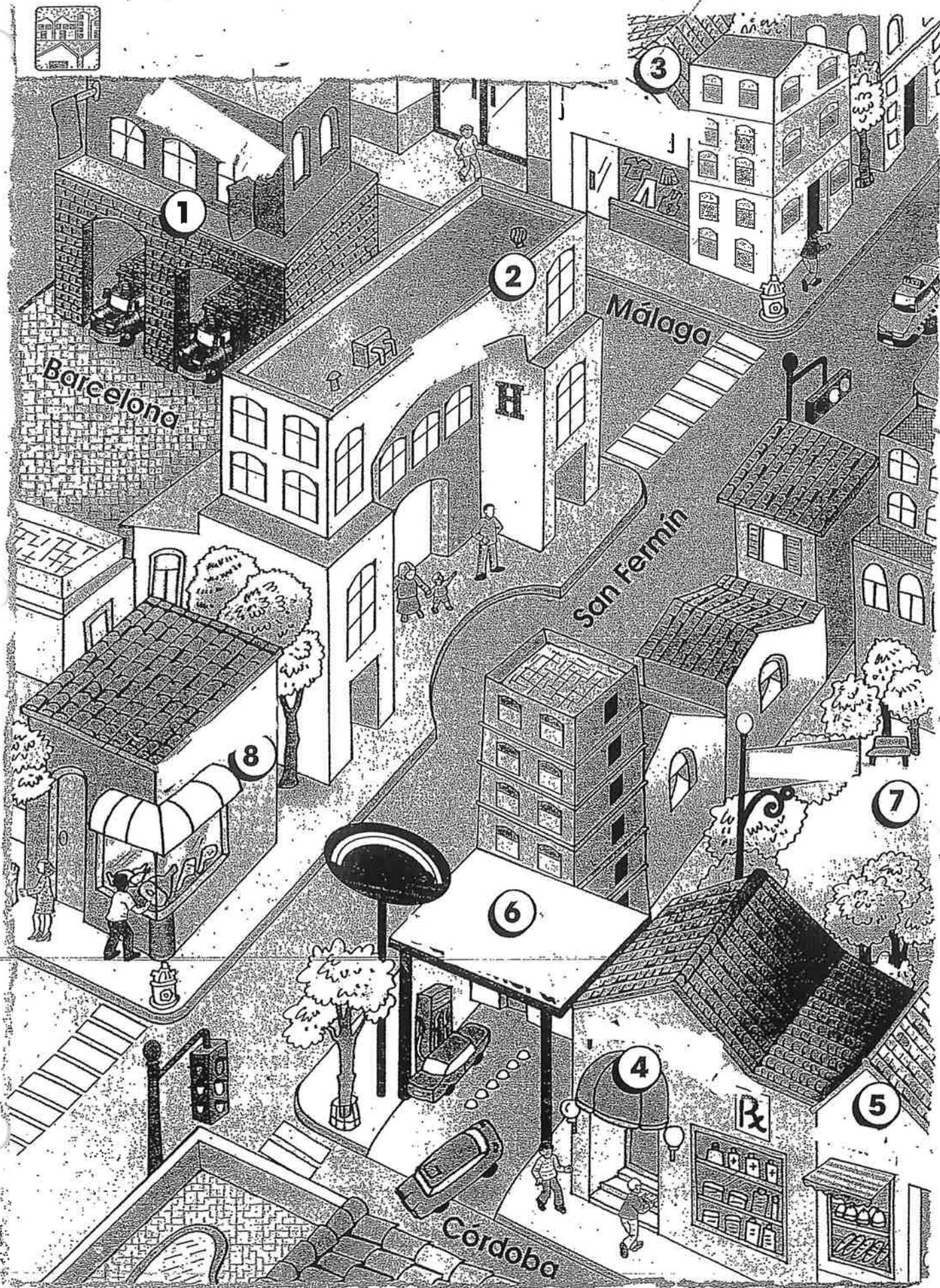


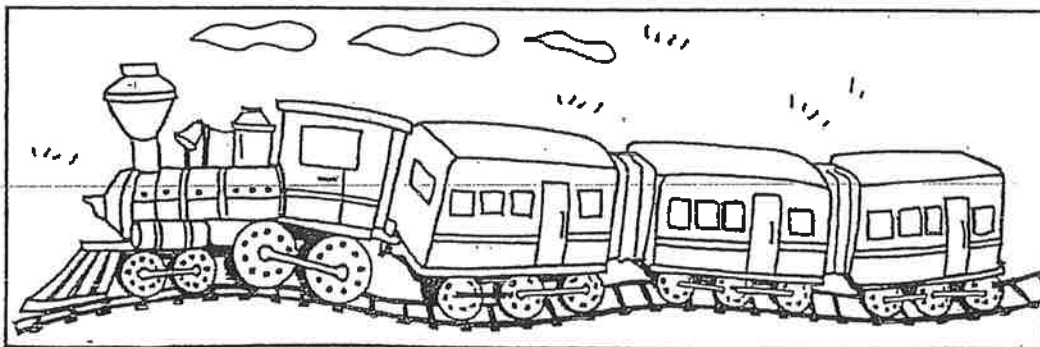
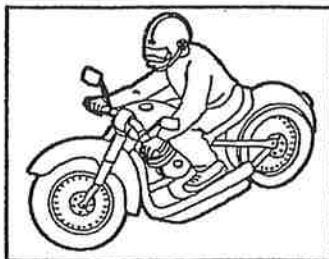
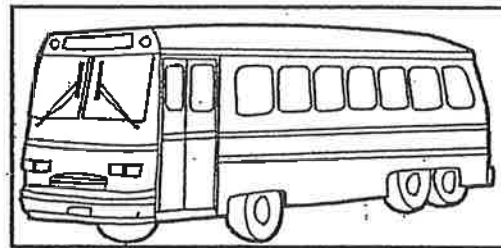
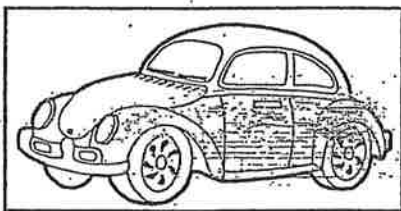
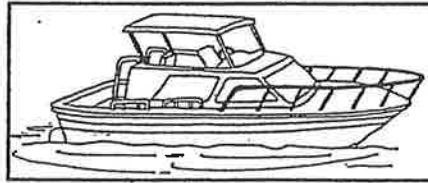
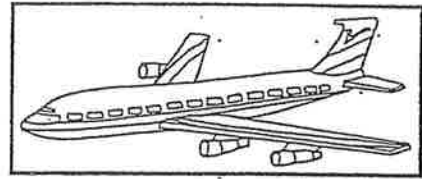
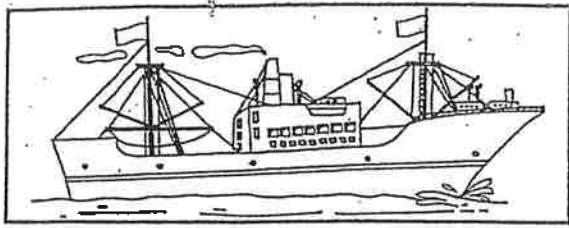
7



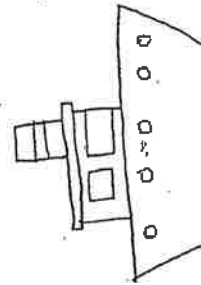
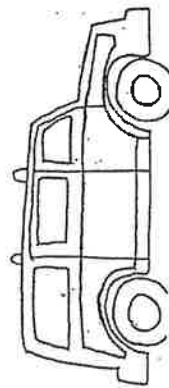
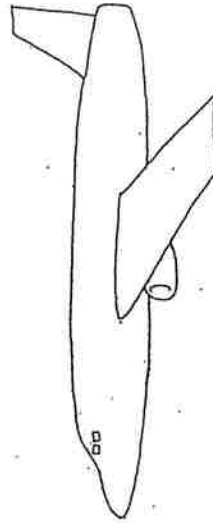
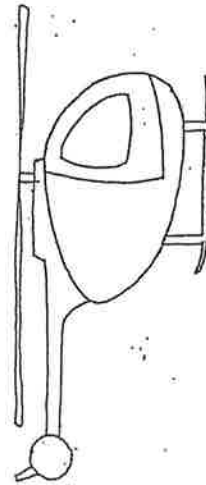
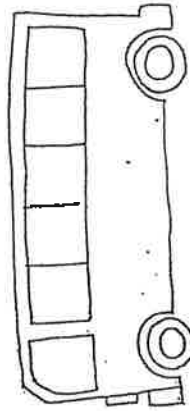
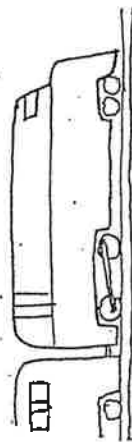
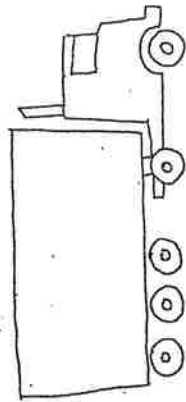
8



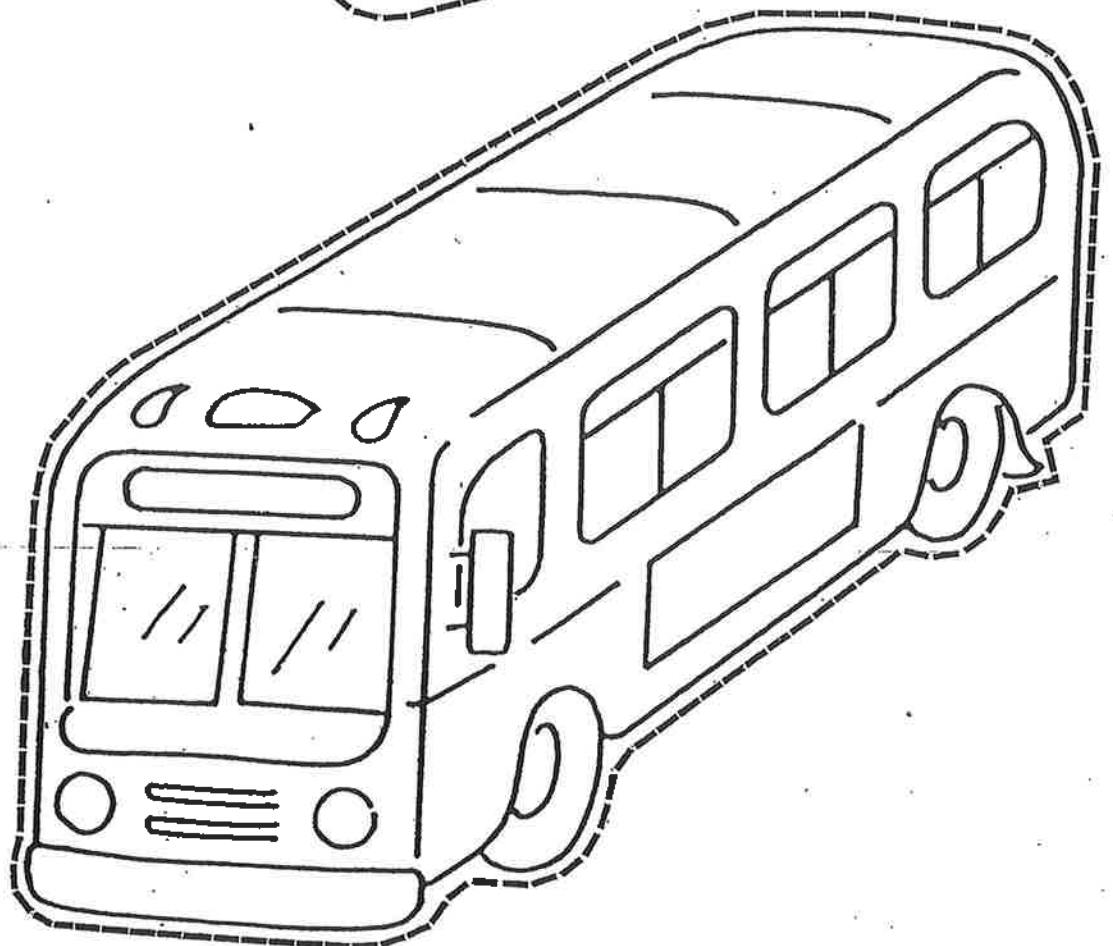
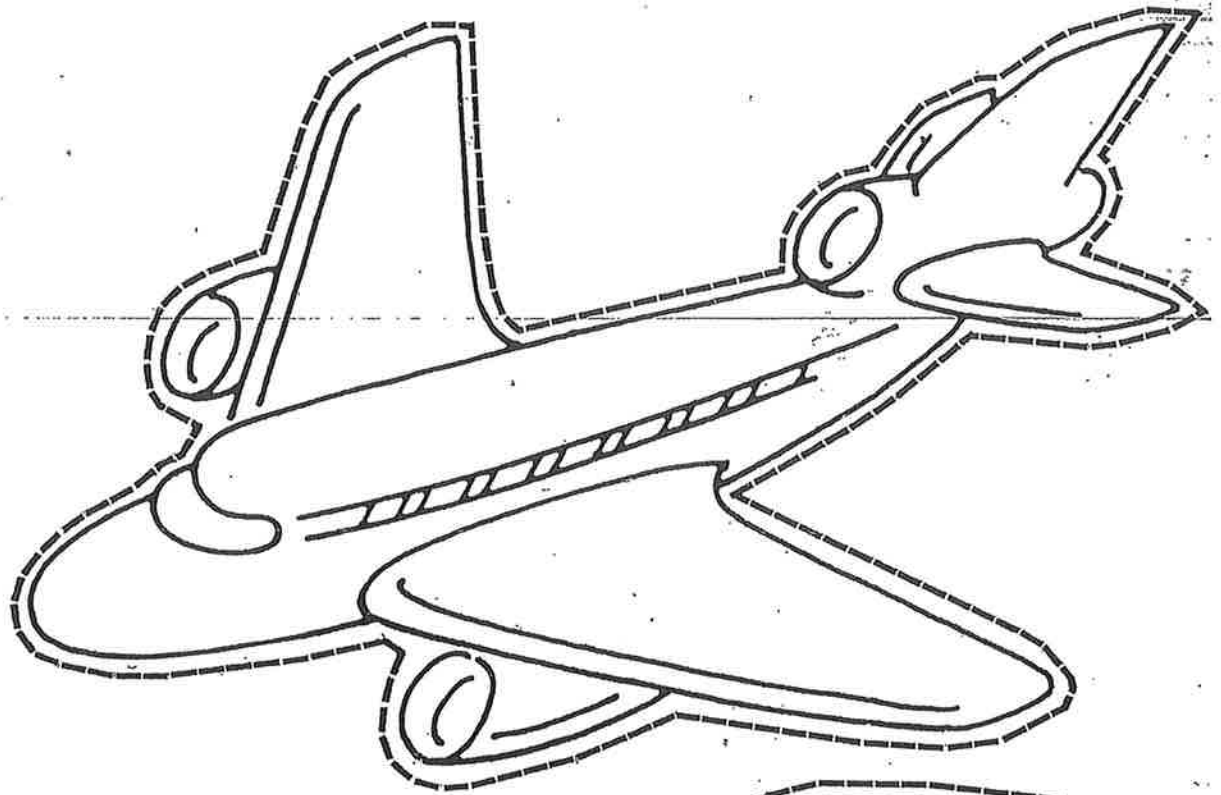


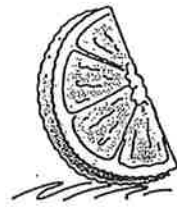
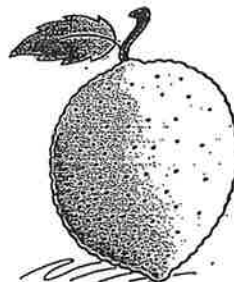
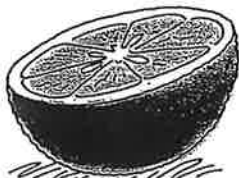
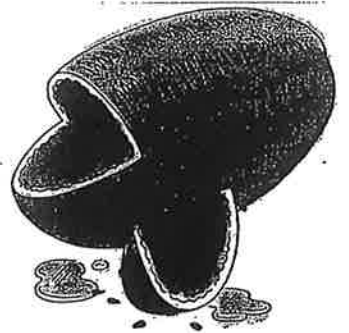
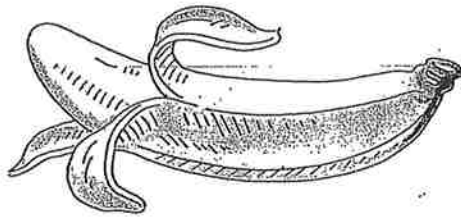
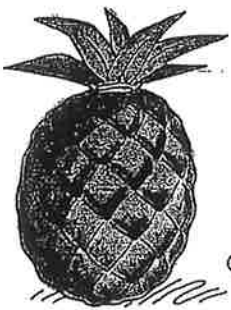
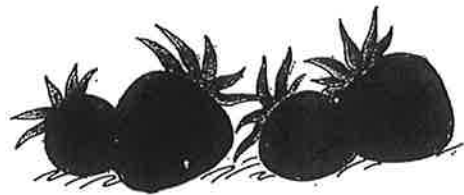
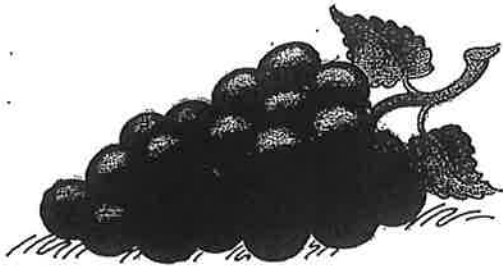
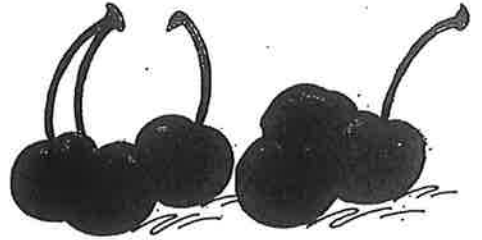
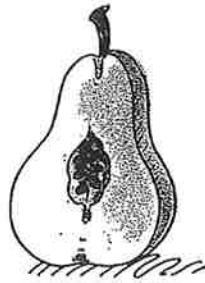
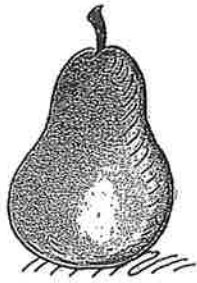
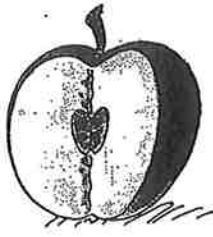
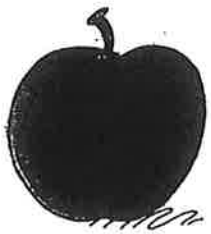


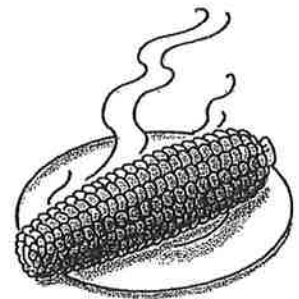
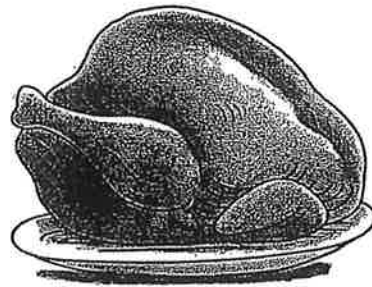
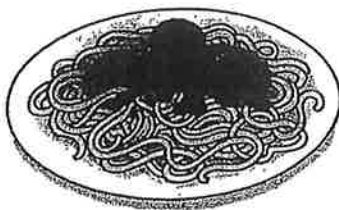
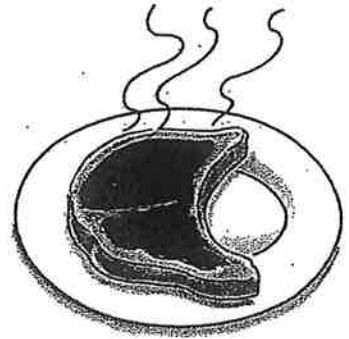
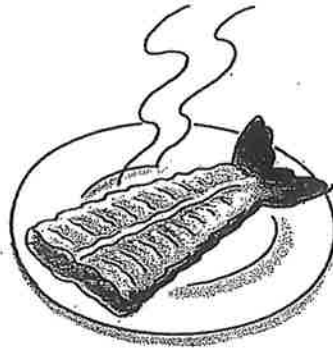
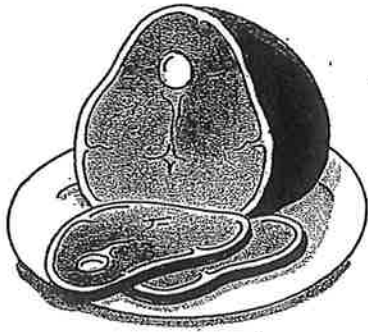
El transporte / Transportation



Transportation Patterns







YO ME LLAMO _____

On today's mail, you received a coupon magazine. Now you need to write down all the products that will be on sale this weekend so you can save on your shopping. Look at the products and their price and write it down on the reverse side. Happy shopping!



\$ 2.00



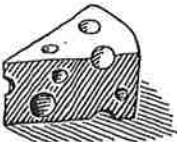
\$ 12.00



\$ 16.00



\$ 20.00



\$ 41.00



\$ 11.00



\$ 8.00



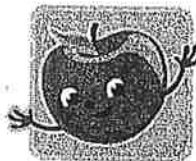
\$ 52.00



\$ 7.00



\$ 13.00



\$ 26.00



\$ 85.00



\$ 72.00



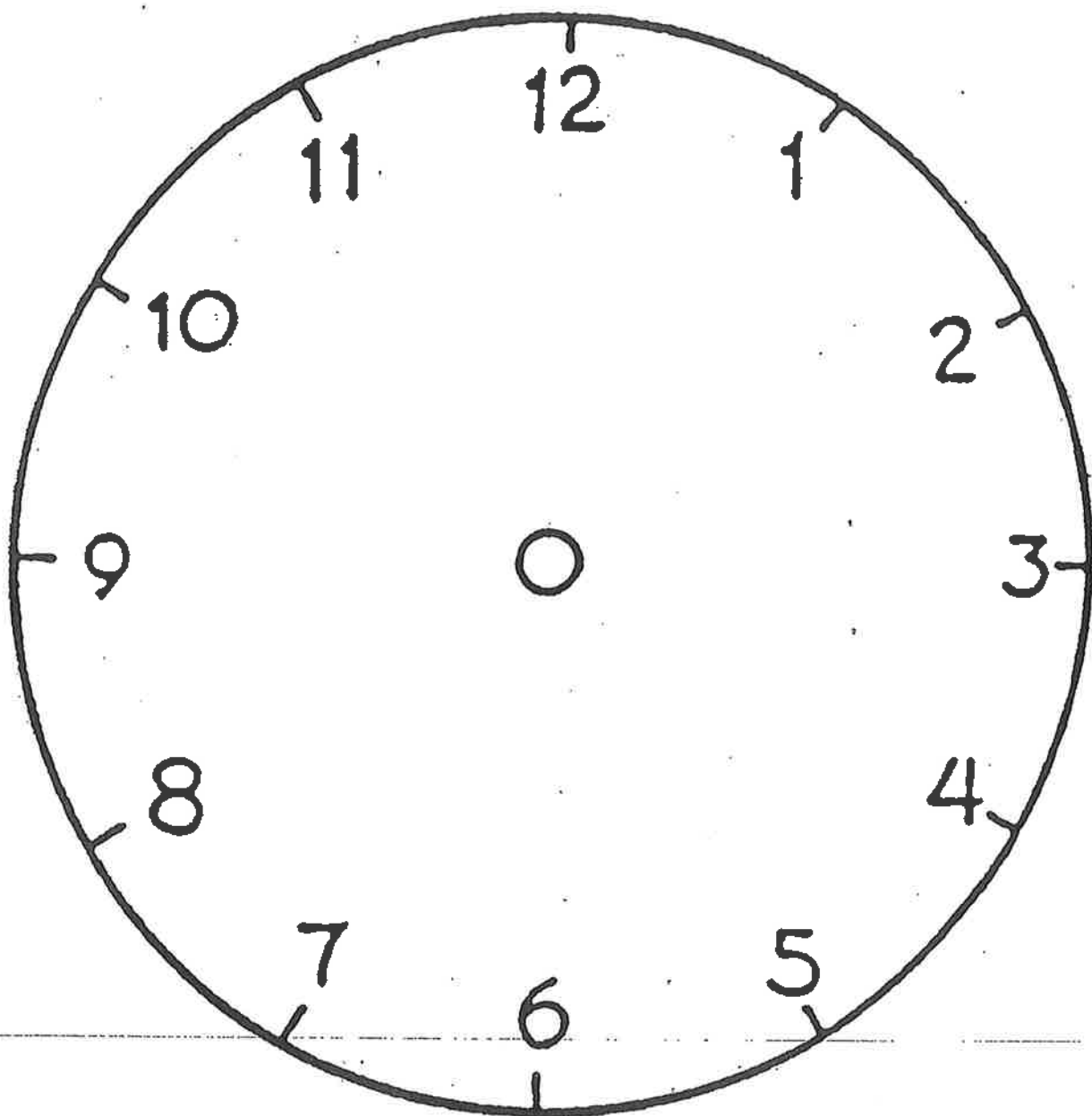
\$ 39.00

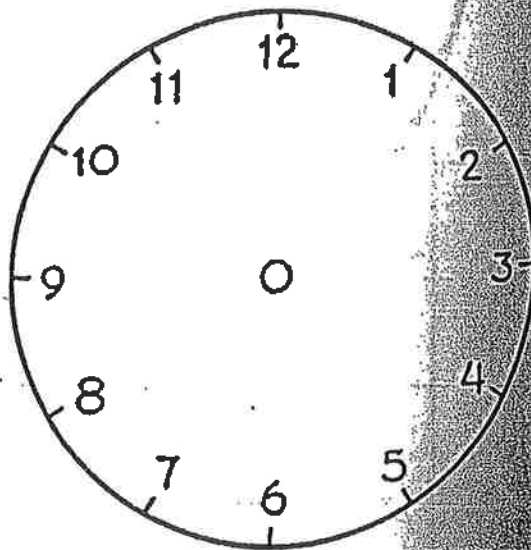
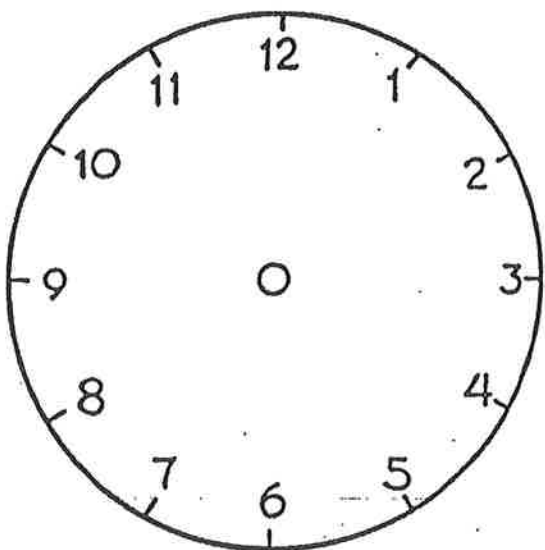
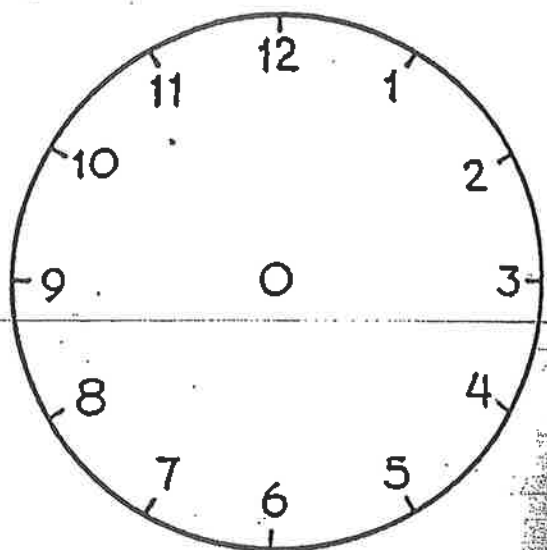
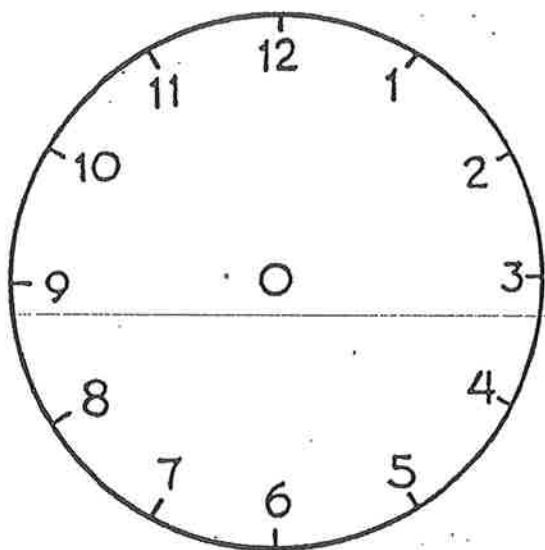


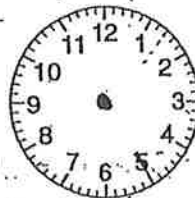
\$ 48.00



\$ 10.00



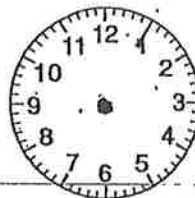




1.

2.

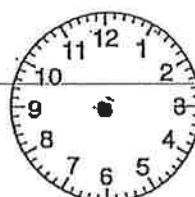
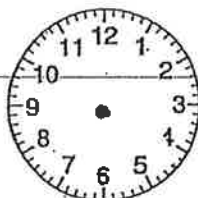
3.



4.

5.

6.



7.

8.

9.

Fifth Grade

Thematic Units

City of Orange Board of Education
Orange Board of Education World Language Curriculum

Grade: 5th

Thematic Unit: How's the weather

Time frame: September to October

Objectives: Students will be able to describe the weather during different months and seasons of the year.

NJ Standards/Progress Indicator: 7.1.A.3 7.1.A.4 7.1.B.3 7.1.C.1 7.2.A.2

Scope and Sequence Instructional Activities	Culture	Content Connections	Grammatical Structure	Assessment	Teacher Resources
Months * Introduce and review months of the year (January, February, March, April, May, June, July, August, September, October, November and December). * Teacher uses picture cards to engage students in choral repetition. * Students work in small groups repeating the months and creating a month chain. * Teacher questions and answers (What month is this? When do we celebrate Christmas?). * Students will label pictures of months of the year and write them in the correct order. Seasons * Teacher introduces seasons of the year (Spring, summer, winter and fall). * Teacher uses poster and picture cards to reinforce retention. * Games to help vocabulary retention (concentration, chain, bingo). * Students state likes, dislikes and preferences in regards to seasons (I like summer but I don't like winter). * Students work in pairs categorizing all	In some countries of target language, seasons are at different times of the year than in the United States. Discuss the use of temperature measurement in target countries (Fahrenheit and Celsius) Listen to authentic literature in target language.	Social Studies: Climate/temperature according to the location of the countries. Language Arts: Writing. Science: Comparison of temperature measurement (Celsius and Fahrenheit) Seasons and weather. Art Booklet and poster. Technology World wide web weather research.	Questions: 1. What day is it today? 2. What month is this? 3. How is the weather? 4. Is it hot/cold? 5. Do you like? Simple sentence structure: 1. Today is ____. 2. The weather is ____. 3. On Monday the weather is ____. 4. In February it is cold and snowing. Grammar: 1. Question and answer agreement. Action words 1. To be 2. To like	Formative: 1. Oral evaluation. 2. Weekly weather booklet. Summative: Students will create a poster with a weather forecast. They will play the role of a weather anchor and present the forecast to the class.	Picture cards Vocabulary cards Poster of weather Labels Transparencies Authentic literature CDs Internet Activity sheets Flannel board Technology www.quia.com www.myhq.com/public/v/a/y/anderwerken www.intellicast.com www.accuweather.com www.wikipedia.org/wiki/temperature measurement

City of Orange Board of Education
Orange Board of Education World Language Curriculum

Grade: 5th

Thematic Unit: How's the weather

Time frame: September to October

Objectives: Students will be able to describe the weather during different months and seasons of the year.

NJ Standards/Progress Indicator: 7.1.A.3 7.1.A.4 7.1.B.3 7.1.C.1 7.2.A.2

months into the appropriate season and share with class. Weather * Teacher introduces and reviews vocabulary words for weather expressions (It's hot, it's cold, it's sunny, it's windy' it's cloudy, it's raining and it's snowing) * Games to reinforce vocabulary and help retention (touch and name, bingo, chain, etc). * Teacher introduces statement about weather during different months and seasons (In January it is cold and windy. In the summer it is hot and sunny). * Teacher questions and answers (How is the weather in spring? Is it snowing in July?). * Students work in small guided groups creating booklets about weather in different seasons and months. * Teacher explains geographical location of one country of target language and the effect on the weather in comparison with the United States. (Countries in the tropics don't have all four seasons).					
---	--	--	--	--	--

Name: _____

"How is the weather?"

Vocabulary	Grammar	Weather report (presentation)	Artistic
4 Vocabulary is accurate 90 % of the time or more.	4 Grammar is 90-100% correct.	4 90 to 100% fluency and pronunciation	4 Poster contained all the necessary information to then create a weather report.
3 There are some minor errors in vocabulary. 80% accuracy.	3 Some grammatical errors that do not affect comprehension.	3 Some hesitation and pronunciation errors. 80% fluency. Almost no missing information.	3 Poster included about 80% of the required information to then produce a weather report.
2 Noticeable vocabulary errors. 50% accuracy	2 50% of grammar errors that affect pattern and comprehension.	2 Many doubts and communication errors. 50% fluency. A lot of missing information.	2 Only 50% of the content of the poster is relevant to weather. Half the required information was not added to poster.
1 No response	1 No response	1 No response	1 No poster. No pictures.

Score: _____

City of Orange Board of Education
Orange Board of Education World Language Curriculum

Grade: 5th

Thematic Unit: Things to do around the house

Time frame: November to January

Objectives: Students will be able to describe daily household chores that pertain to different season of the year.

NJ Standards/Progress Indicator: 7.1.A.3 7.1.A.4 7.1.B.3 7.1.C.1 7.2.A.2

Scope and Sequence Instructional Activities	Culture	Content Connections	Grammatical Structure	Assessment	Teacher Resources
House activities * Introduce and review vocabulary words related to rooms of a house (house, patio, chimney, stairs, backyard, garden, bedroom, kitchen, bathroom, living room, office, hallway). * Teacher uses picture cards to engage students in choral repetition. * Students practice the vocabulary for the rooms of a house in pairs using pictures. * Introduce vocabulary of household chores (sweep, clean, wash, mop, dust, vacuum). * Teacher uses vocabulary flash cards to help reinforce students' retention of house activities. * Students label pictures of chores using word bank. * Teacher questions and answers (What part of the house is this? / What do you do in the kitchen? In the kitchen I mop and I wash). * Students create short sentences following teacher's guided format (I wash the dishes in the kitchen. I vacuum the living room). * Teacher makes a checklist of	In some countries of target language, seasons are at different times of the year than in the United States. Listen to authentic literature in target language. Discuss living styles of families and homes from target cultures.	Social Studies: Compare American homes to those of target culture. Science: Differentiate the weather measurement Celsius versus Fahrenheit. Health: Discussing a healthy and clean environment at home. Art: Book of chores. Technology: Research temperatures.	Questions: 1. What is this? 2. What do you need to clean the floor? 3. What do you do in the summer? 4. Do you like? 5. How is the weather? Grammar: 1. Sentences with plural article are plural sentences. 2. Question and answer agreement. Simple sentence structure: 1. I clean my house 2. In winter time, I shovel the snow. 3. I like to mop the floors. 4. I do not like to clean the _____.	Formative: 1. Labeling 2. Descriptive sentences. 3. Book of chores. Summative: Written and verbal presentation. Students will create a graph organizing household chores during specific times of the year.	Picture cards Vocabulary cards Poster Labels Transparencies Authentic literature CDs Internet Activity sheets Technology www.quia.com www.mvha.com/public/v/a/y/anderwerken

City of Orange Board of Education
Orange Board of Education World Language Curriculum

Grade: 5th

Thematic Unit: Things to do around the house

Time frame: November to January

Objectives: Students will be able to describe daily household chores that pertain to different season of the year.

NJ Standards/Progress Indicator: 7.1.A.3 7.1.A.4 7.1.B.3 7.1.C.1 7.2.A.2

household chores and places of the house. Students use the checklist to match chores and places into simple sentences and share with a classmate their different sentences. Household tools * Introduce vocabulary of household tools utilized to work around the house (sponges, paper towels, mop, lawn mover, snow-blower, and shovel). * Teacher uses choral repetition of household task and tools to achieve student retention. * Students use pictures of tools to describe an action (I wash with a sponge). * Teacher questions and answers (What do you do in the living room? In the living room I mop the floor with a mop). * Student create a mini book and write short sentences about household chores (I vacuum the bedroom floor and I dust with paper towels). * Have students engage in a paired oral activity role-playing. Giving commands using TPR (Take the broom and sweep. Take the sponge and wash the dishes. Weather and seasons * Introduce and review vocabulary of			Action words: 1. Was 2. Clean 3. Vacuum 4. Dust 5. Sweep 6. Mop 7. Shovel 8. Pick up		
---	--	--	---	--	--

**City of Orange Board of Education
Orange Board of Education World Language Curriculum**

Grade: 5th

Thematic Unit: Things to do around the house

Time frame: November to January

Objectives: Students will be able to describe daily household chores that pertain to different season of the year.

NJ Standards/Progress Indicator: 7.1.A.3 7.1.A.4 7.1.B.3 7.1.C.1 7.2.A.2

weather and seasons (snow, rain, sunny, summer, spring, fall and winter). * Teacher uses choral and individual repetition in order to help reinforce student's retention of weather and seasons. * Students practice weather and seasons using picture poster and labels. * Teacher questions and answers (What is the weather? What do you do in the winter?). * Teacher uses pictures of seasons and pictures of chores and demonstrates how to create a sentence. (In the winter I shovel the snow. In the summer I cut the grass. In spring I clean the windows. In the fall I clean the leaves). * Students work in small groups utilizing same method as teacher to create short sentences. * Students create a list of activities that they do in the different seasons.					
---	--	--	--	--	--

Name _____

Date: _____

Things to do around the house

Points	Verbal	Written	Graph	Vocabulary
5	Excellent speech. Chores were presented smoothly. 100% fluency.	Great structure. Long sentences.	Very artistic. Graph was clear and organized.	All intended vocabulary was used. 90% or more vocabulary was used.
4	Good presentation with some hesitation. 80% fluency.	Good sentences. Some structural errors.	Good visuals. Graph was done well.	Most target vocabulary was used. 80% or more vocabulary was used.
3	Shaky presentation with noticeable verbal doubt. 50% fluency.	About 50% of the information was missing.	Only 50% of the graph was complete and it was unclear.	Some target vocabulary was used. 50% of the vocabulary was used.
2	Almost no verbal communication. Less than 40% fluency.	Many grammar and spelling mistakes. Most of the information was missing.	Unclear graph with no correlation between the graph and the sentences.	Almost no target vocabulary was used. Less than 50% of vocabulary was used.
1	No verbal presentation.	No graph was done.	No graph was done.	No target vocabulary was used.

City of Orange Board of Education
Orange Board of Education World Language Curriculum

Grade: 5th

Thematic Unit: All about me

Time frame: February to April

Objectives: Students will be able to describe themselves and talk about their interest and hobbies.

NJ Standards/Progress Indicators: 7.1.A.3 7.1.A.4 7.1.B.4 7.1.C.2 7.2.A.3

Scope and Sequence Instructional Activities	Culture	Content Connections	Grammatical Structure	Assessment	Teacher Resources
Physical description * Introduce vocabulary for physical descriptions using transparencies and vocabulary cards (tall, short, small, little, thin, pretty, big, medium, large, young, old, nice, good-looking). * Students practice vocabulary repeating with teacher and acting out each description. * Students choose three adjectives to describe themselves and present them to the class. * Teacher guided conversation with questions and answers using target vocabulary (How tall are you? I am tall.). * Students work in pairs and use adjectives to describe pictures of people taken out of magazines. * Students describe one classmate and others have to guess who it is. * Students create picture of person being described verbally by teacher. * Students survey their classmates about their physical description and make a graph with these criteria's (Color of hair, color of eyes, height.). Age and personality * Introduce and review stating age using simple sentence structures.	Listen to authentic literature in target language. Identify physical differences between natives from target culture with their own culture.	Language Arts: Descriptive sentences. Math: Create a survey and graph of classmates. Measure their height. Art: Pictures, drawing Technology: Write to pen-pal.	Questions: 1. What do you like to do? 2. What does she like to do? 3. Do you like? 4. How old are you? 5. How are you? 6. What color is her hair? Grammar: 1. First person use of verbs. 2. Sentences agreement of gender and number. Simple sentence structure: 1. I am tall. 2. I am not short. 3. She/he likes to read. 4. I don't like to paint. 5. She/he is pretty.	Formative: 1. Descriptive writing. 2. Graph. Summative: Write a letter to a pen pal and describe yourself and your hobbies.	Magazine pictures Celebrity pictures Labels Authentic literature Activity sheets Technology www.quia.com www.mvhaq.com/public/vla/vanderwerken

City of Orange Board of Education
Orange Board of Education World Language Curriculum

Grade: 5th

Thematic Unit: All about me

Time frame: February to April

Objectives: Students will be able to describe themselves and talk about their interest and hobbies.

NJ Standards/Progress Indicators: 7.1.A.3 7.1.A.4 7.1.B.4 7.1.C.2 7.2.A.3

(I am ten years old). * Students take turns stating their age using guided sentence structure. * Introduce personality traits using faces to emphasize the personality (funny, happy, bored, sad, outgoing, laid back). * Students create pictures of faces representing personalities called out by teacher. * Students create verbal descriptions of themselves utilizing personality traits in simple sentences. (I am funny and happy). Hobbies * Introduce hobbies and leisure activities (listen to music, play sports, read books, dance, write, sing, talk, paint, draw). * Teacher uses pictures to introduce questions and proper responses. (What is she doing? She is dancing. What do you like to do? I like to sing). * Students compose a list of five activities or hobbies they like to do and present it to the class. * Students write three things that describe them physically, their age, personality and two hobbies. Teacher will collect the papers and randomly read out the descriptions. The class has to guess who it is. * Teacher will model to students how to write a letter to a pen pal.			Action Words: 1. To paint 2. To sing 3. To read 4. To dance 5. To talk 6. To write 7. To draw		
--	--	--	---	--	--

Name _____

Date: _____

All about me: letter to a pen pal

Points	Written	Appearance	Verbal	Vocabulary
5	All information was precise and clear. Self was described. Hobbies were described.	Letter was typed or neatly hand written. 90% or more of the information was in the right places.	Excellent speech. No reading from letter. 100% spontaneous.	All intended vocabulary was used. 90% or more vocabulary was used.
4	80% of required information was given. A list of at least 80% of the required vocabulary was used.	Letter was neat with slight visible errors. 80% of the information was correctly placed.	Clear presentation with some reading from the letter. 80% of the information was original.	Most target vocabulary was used. 80% or more vocabulary was used.
3	50% of required information about self and hobbies was missing.	Letter was completed at about 50% expectation regarding neatness. Half of the information was missing or incorrectly placed.	Presentation was only 50% fluent. About 50% was read from the letter.	Only 50% of the vocabulary was used.
2	More than 60% of the information was missing.	Letter was messy. More than 60% information was missing.	The entire presentation was read from the letter. No spontaneity.	Almost no target vocabulary was used. Less than 50% of vocabulary was used.
1	No writing done.	No Letter was submitted.	No verbal presentation.	No target vocabulary was used.

City of Orange
Orange Board of Education World Language Curriculum

Grade: 5th

Thematic Unit: Let's eat out

Time frame: May to June

Objectives: Students will be able to interact in simple conversations related to ordering food at a restaurant.

Scope and Sequence Instructional Activities	Culture	Content Connections	Grammatical Structure	Assessment	Teacher Resources
Daily meals * Introduce and review vocabulary words for foods and three course meals (breakfast-cereal, milk, coffee, hot chocolate, bacon, orange juice, fried eggs, sausage; lunch-sandwich, pasta, soup, salad, pizza; dinner- steak, rice, meat, vegetable, chicken, fish). * Teacher uses vocabulary flash cards to help reinforce students' retention of food. * Teacher gives students plastic foods and students name them. * Students draw pictures of foods called by teacher. * Teacher questions and answers (What do you drink for breakfast? / What do you eat for lunch? At what time do you eat dinner? What do you want? Which food is best for you?). * Students utilize vocabulary for foods to make short sentences (For breakfast, I eat scrambled eggs and bacon, and I drink orange juice/ For lunch I eat meat with rice and I drink soda). * Have students engage in a paired oral activity stating what they eat.	Identify typical foods from different target countries. Students will learn authentic lyrics to food related songs of the culture. Comparisons of meal times and eating habits of Americans with the target culture.	Social Studies: Make cultural connections of food from different countries. Language Arts: Create a menu. Math: Use of currency. Science: Food pyramid. Drama: Role-playing. Art: Illustration of food. Technology: Create menu.	Questions: 1. What do you like? 2. Do you like? 3. Which one do you prefer? 4. Do you want? 5. Would you like? 6. How much is it? 7. What do you eat for breakfast/lunch/dinner? Grammar: 1. Adjectives: masculine and feminine agreement 2. Article and verb agreement. Simple sentence structure: 1. Breakfast at ____. 2. I can/ I can not 3. I like / I don't like... 4. I eat / we eat 5. Here is ____. 6. Please and thank you. 7. Can I please have ____.	Formative: 1. Oral activity. 2. Lunch menu. 3. Question answer. Summative: Students will design a three course menu. Students will participate in a skit with their classmates ordering food at a restaurant.	Picture cards Poster Labels Plastic foods Food pyramid Paper money Activity sheets Technology: www.quia.com www.myhq.com/public/v/a/vanderwerken
Condiments and spices * Introduce and review vocabulary (salt, pepper, sugar, mayonnaise, mustard,					

NJ Standards/Progress Indicator: 7.1.A.3

7.1.A.5

7.1.B.3

7.1.B.4

7.1.C.1

7.2.A.1

7.2.A.4

7.2.C.3

City of Orange, NJ Office of Education
Orange Board of Education World Language Curriculum

Grade: 5th

Thematic Unit: Let's eat out

Time frame: May to June

Objectives: Students will be able to interact in simple conversations related to ordering food at a restaurant.

NJ Standards/Progress Indicator: 7.1.A.3	7.1.A.5	7.1.B.3	7.1.B.4	7.1.C.1	7.2.A.1	7.2.A.4	7.2.C.3
jelly, butter and ketchup). * Teacher uses vocabulary flashcards to help reinforce student's retention vocabulary. * Teacher questions and answers (Would you like? Do you put salt in your coffee? What do you put?). * Students take turns asking each other what they will like in their food and what they will rather have not (I will like mayonnaise on my hot dog. I do not like mustard). * Students will be divided in groups and assigned to develop two separate balanced lunch meals for school.			Action words 1. To like 2. To want 3. To need 4. To be 5. To eat 6. To bring 7. To prefer				
Ordering at a restaurant * Introduce how to order at a restaurant (Waiter please, I will like to have....How much is it? Is it healthy?). * Teacher demonstrates how to order utilizing plastic foods. * Students practice new vocabulary in small groups taking turns as waiter and customers. (Do you like? May I help you? Check please).							

Date: _____

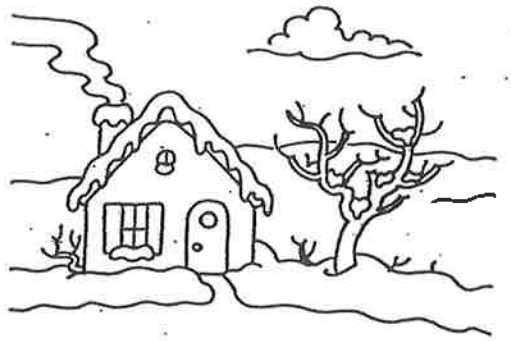
Let's eat out

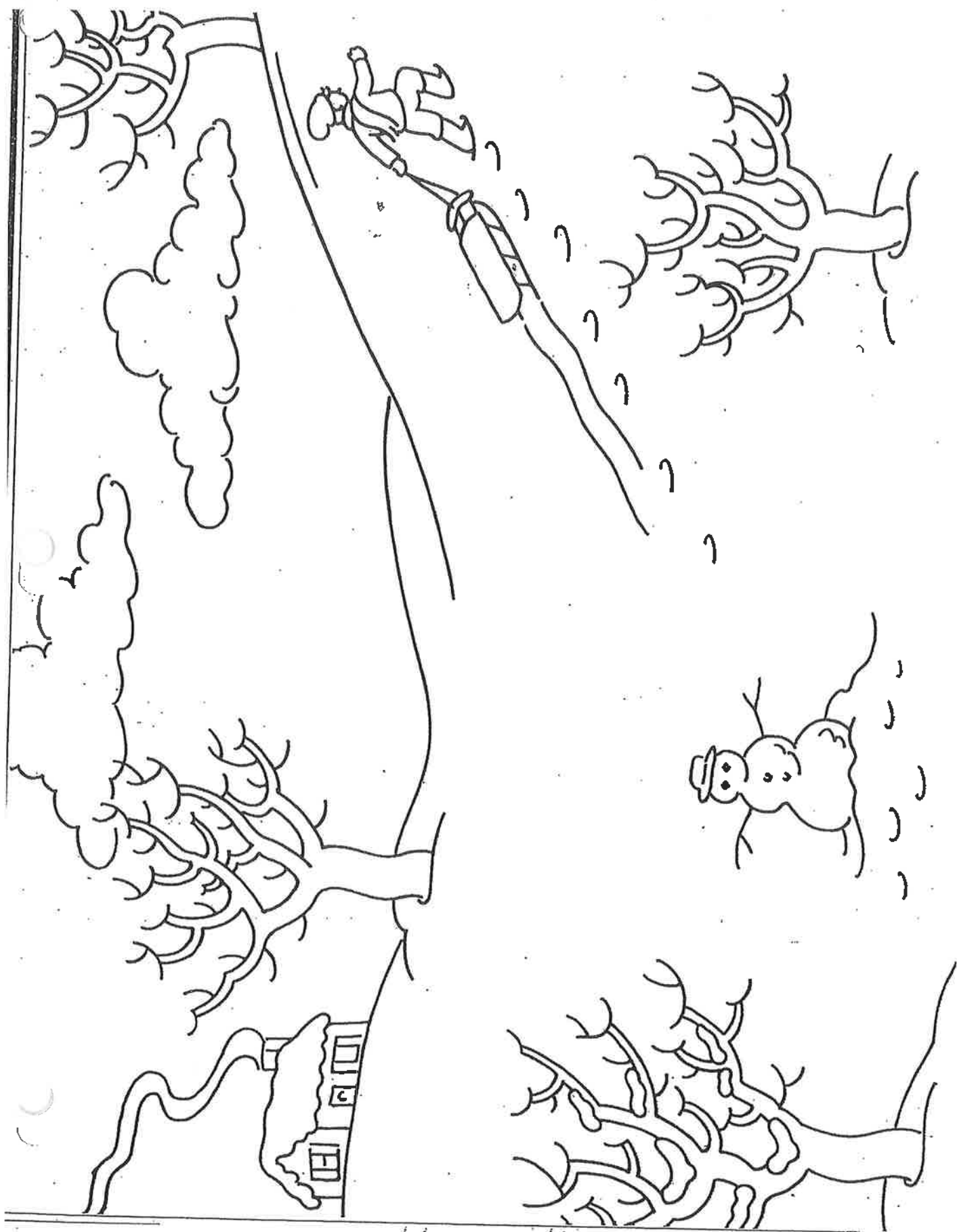
Score	Menu	Vocabulary targeted	Skit
5	Menu included all required information without any grammar or spelling errors.	All intended vocabulary used.	Great dialogue with fluency and 90-100% clarity.
4	80% of the information included in the menu was written correctly.	80% or most vocabulary was used.	Good dialogue with some hesitation. About 80% clarity and fluency.
3	Noticeable errors are present in the menu. 50% or more grammatical mistakes and/or spelling errors.	50% or less vocabulary was used.	Dialogue was not very fluent and there was very noticeable verbal hesitation and pauses during speech.
2	More than 60% of the required information was incorrectly done or with noticeable grammar and spelling errors.	Almost no vocabulary.	Very unclear dialogue with lots of unnatural pauses and poor use of vocabulary.
1	No writing done	No vocabulary was used.	No participation in skit.

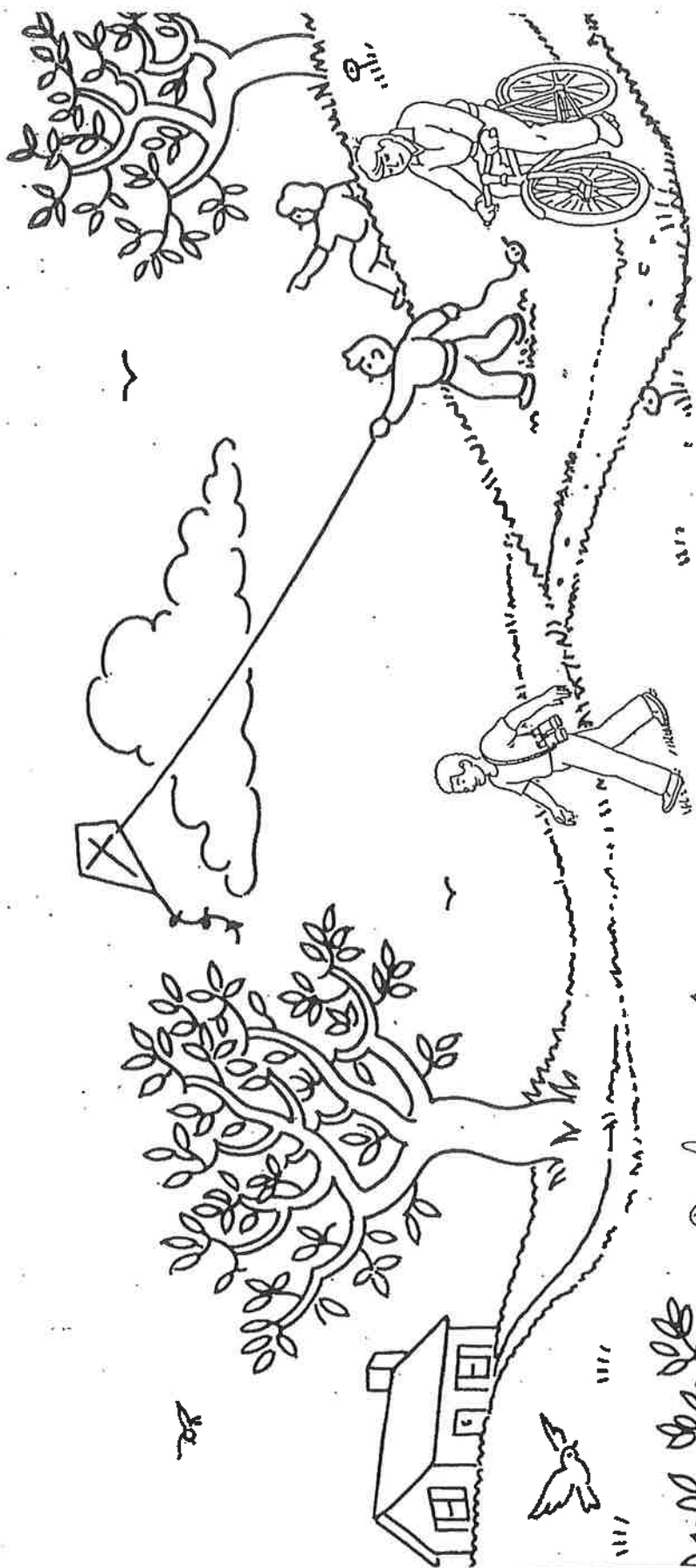
Total _____

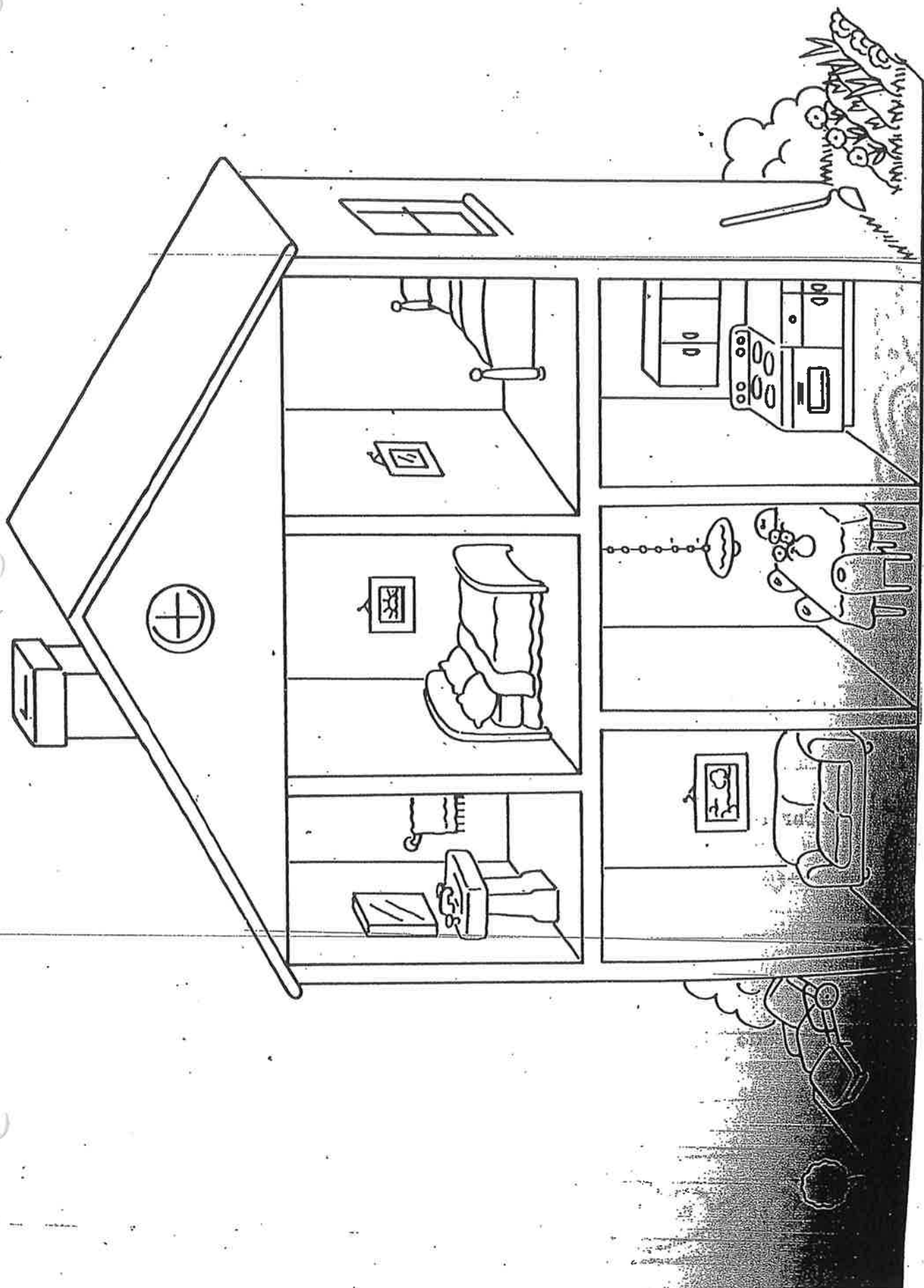
Fifth Grade

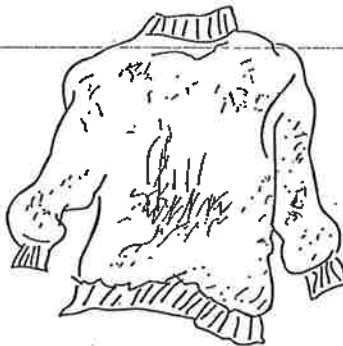
Attachments

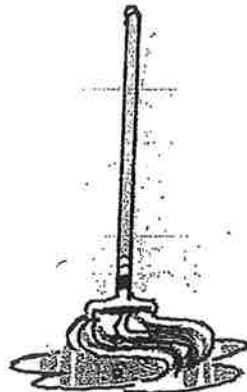
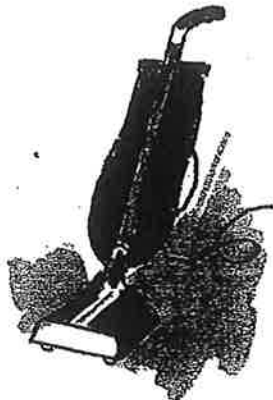
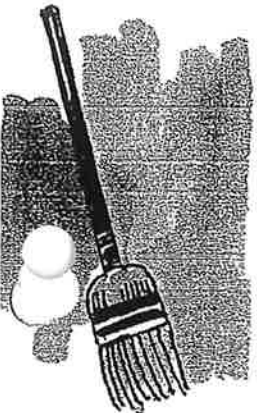




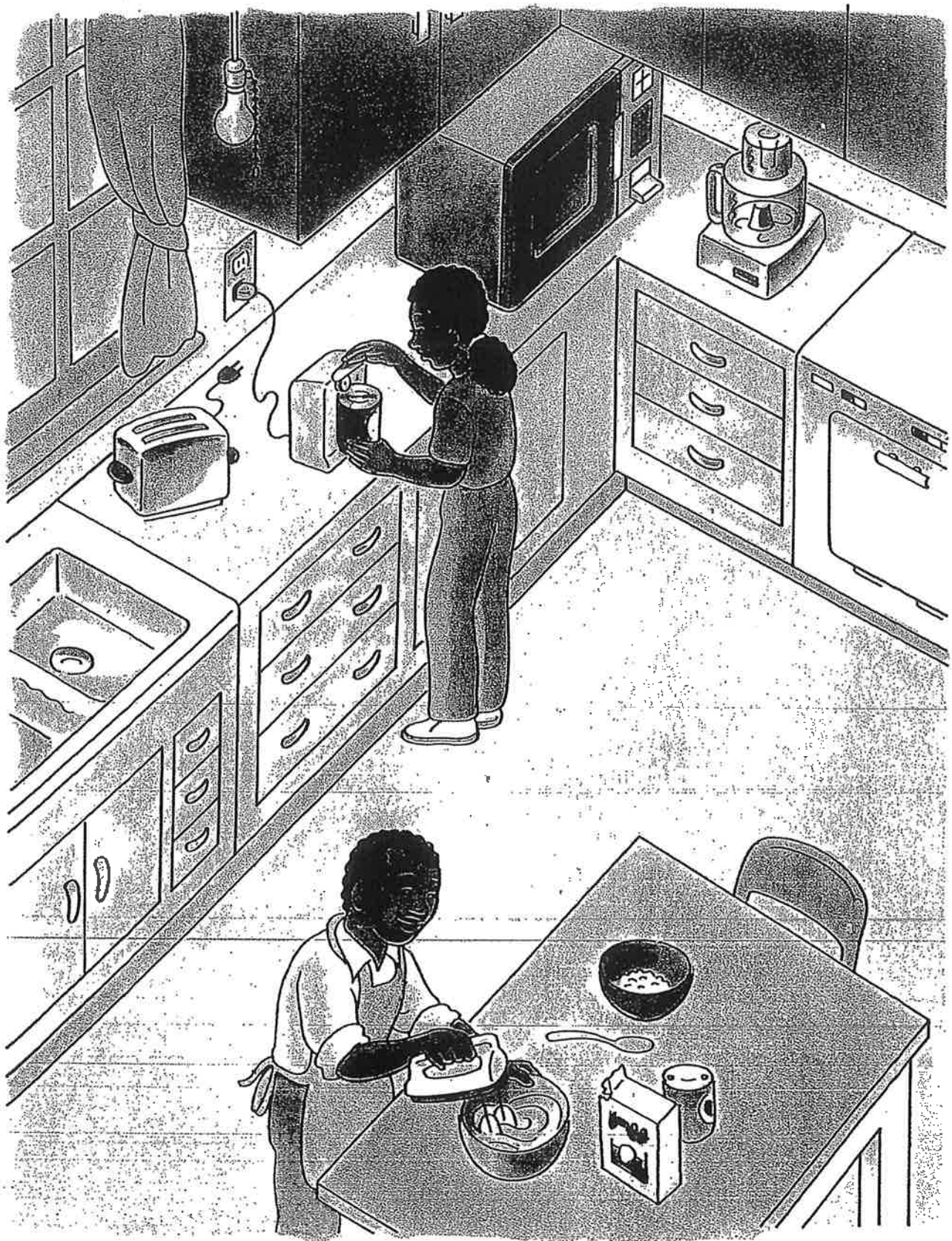




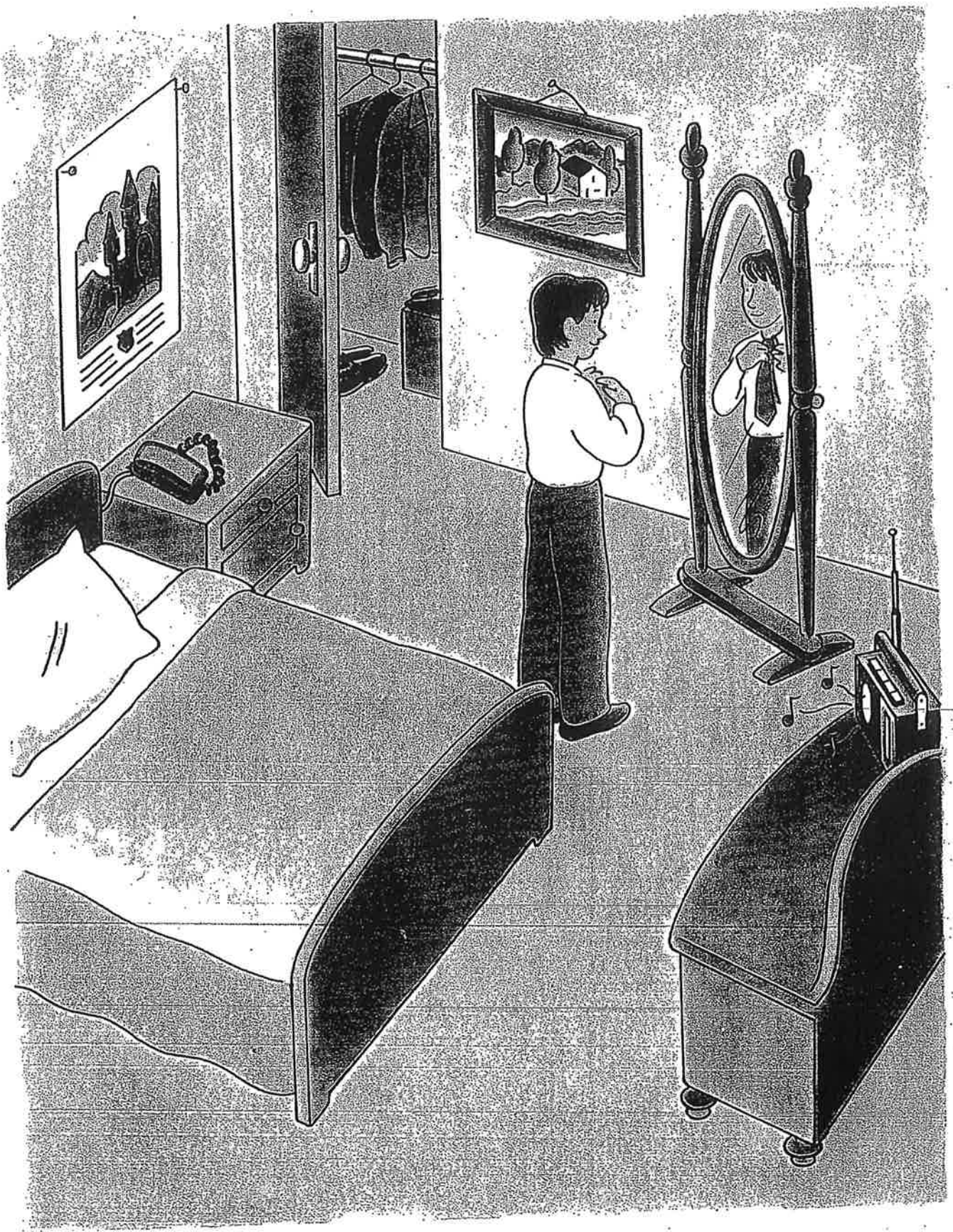


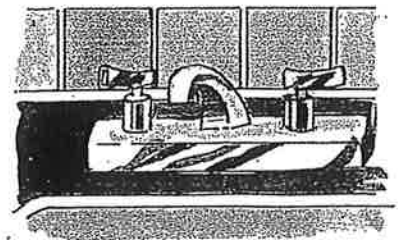
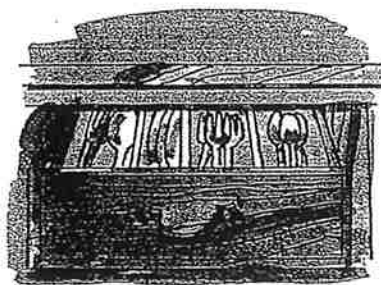


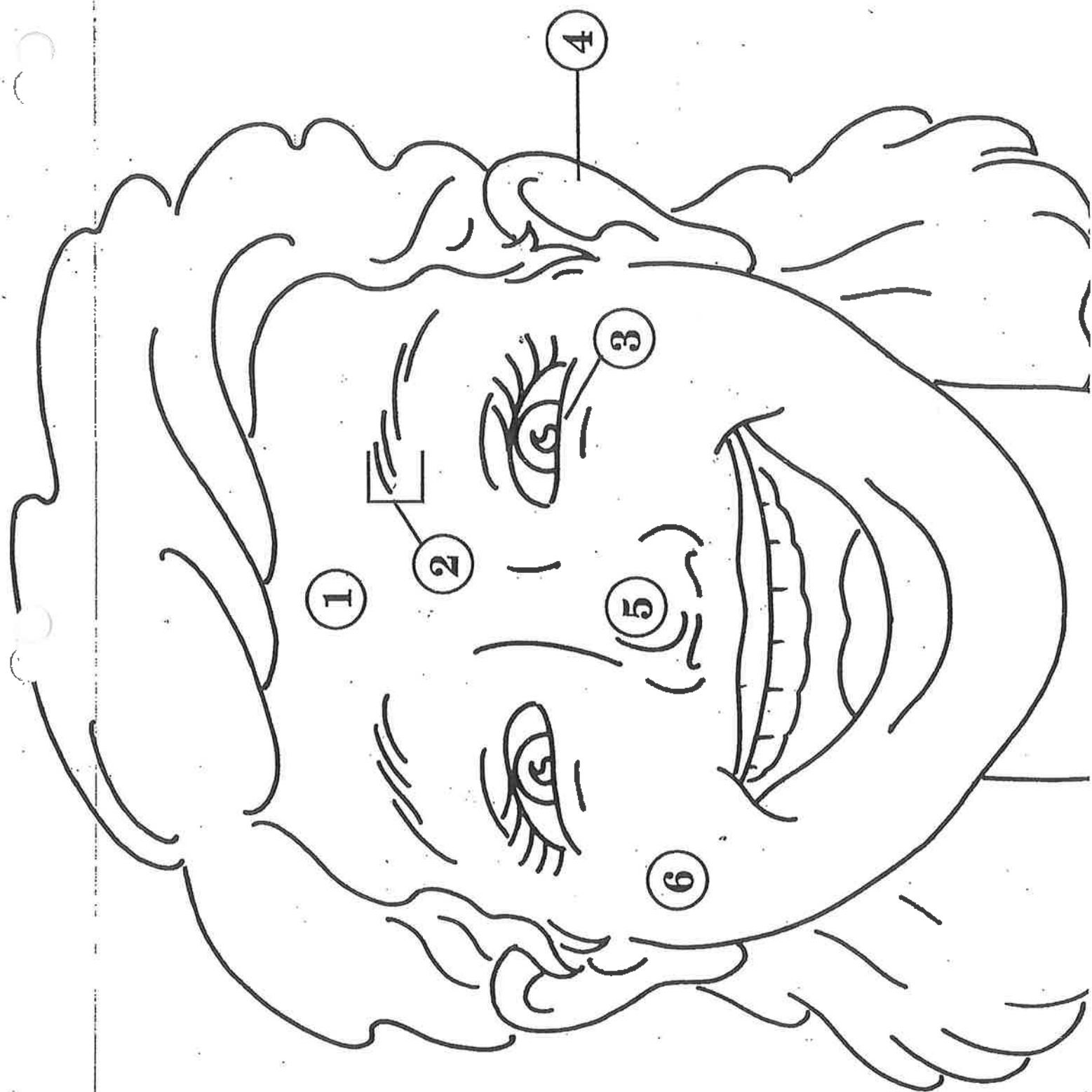






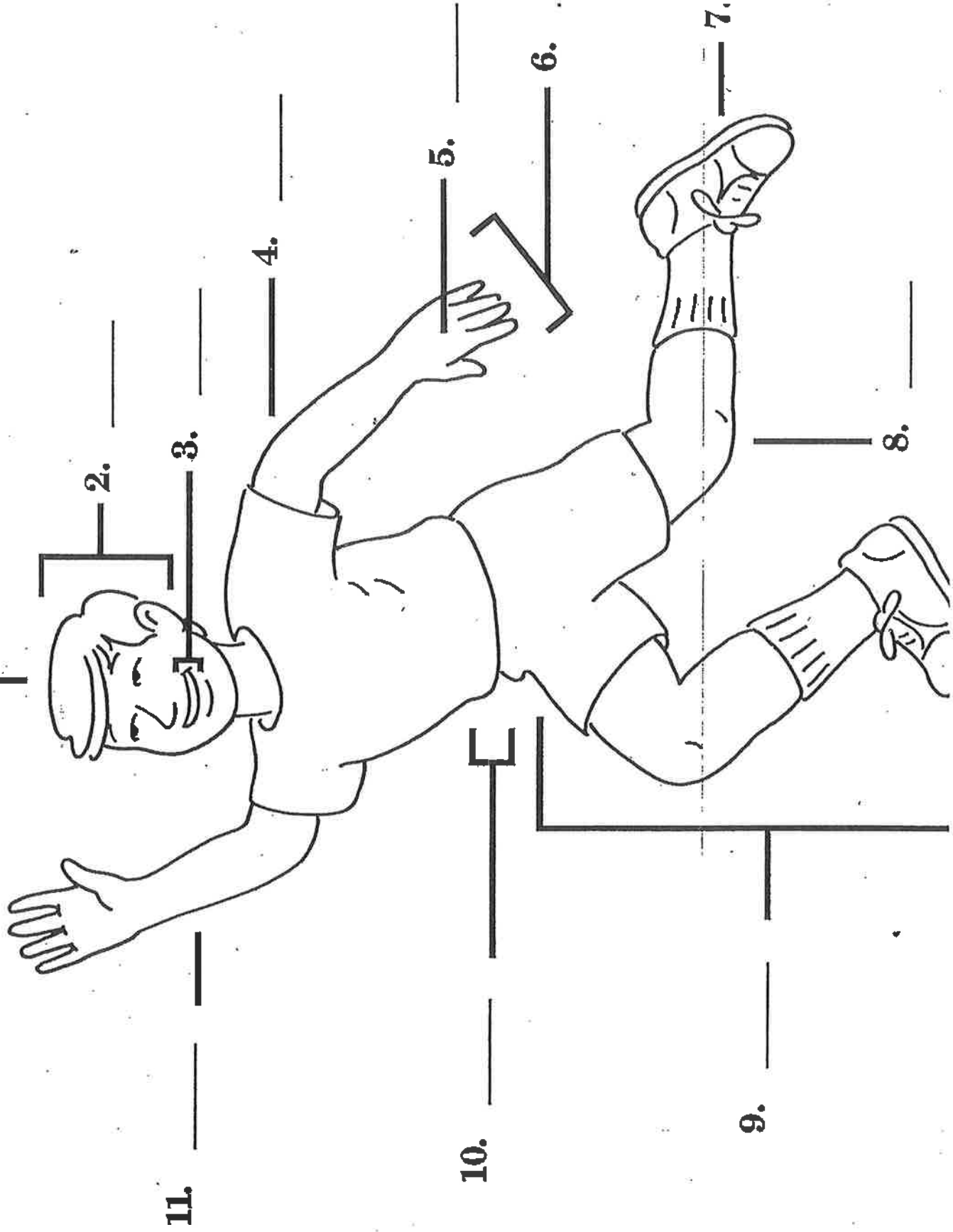








1. h



11.

10.

9.

8.

7.

6.

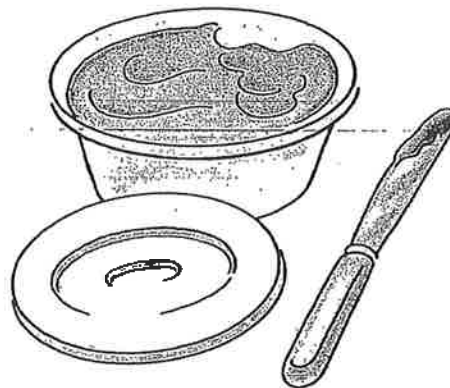
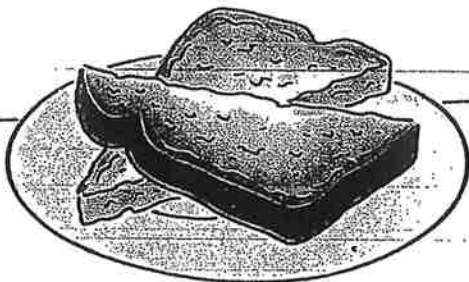
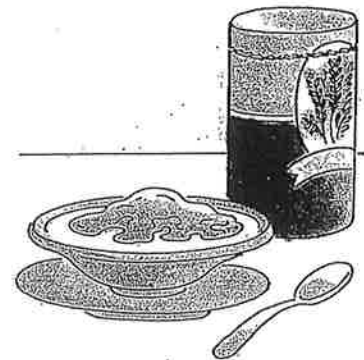
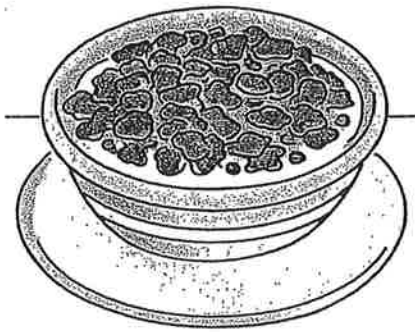
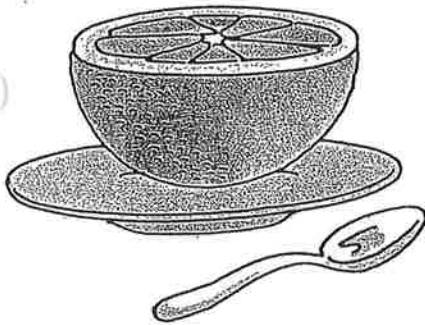
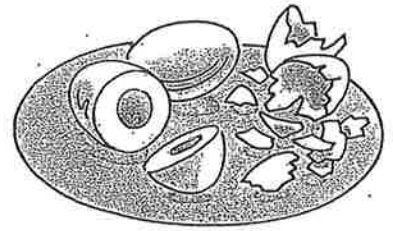
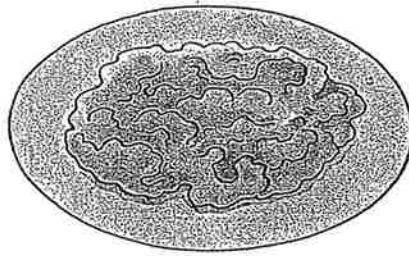
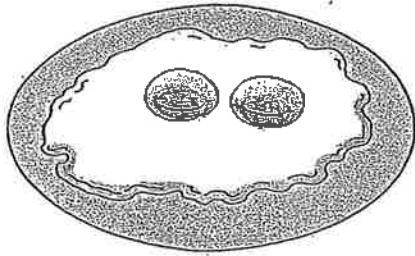
5.

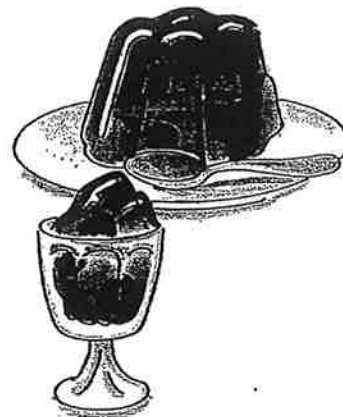
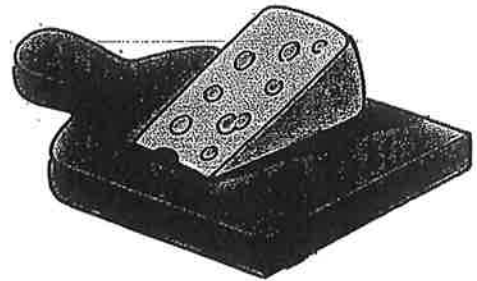
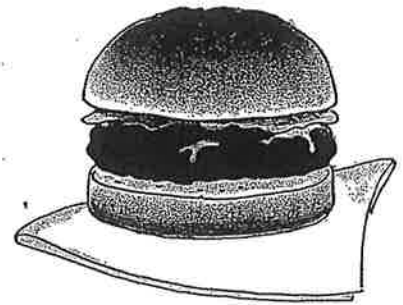
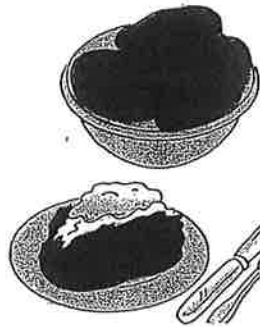
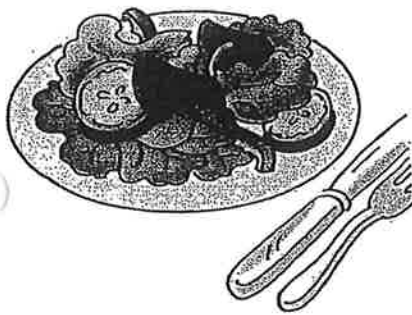
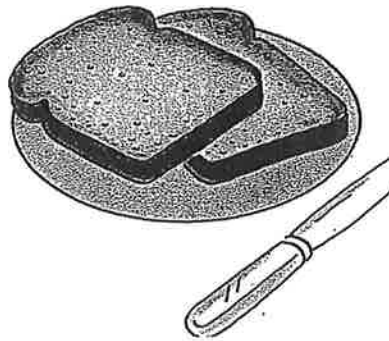
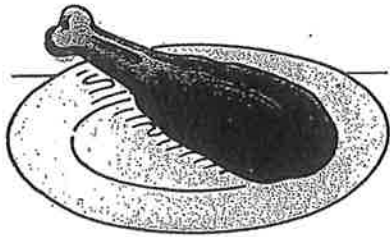
4.

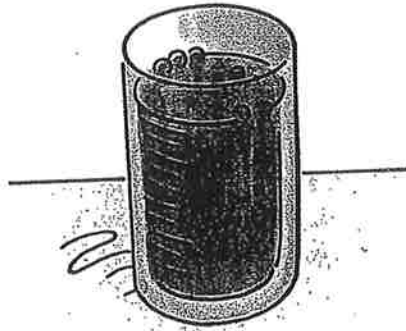
3.

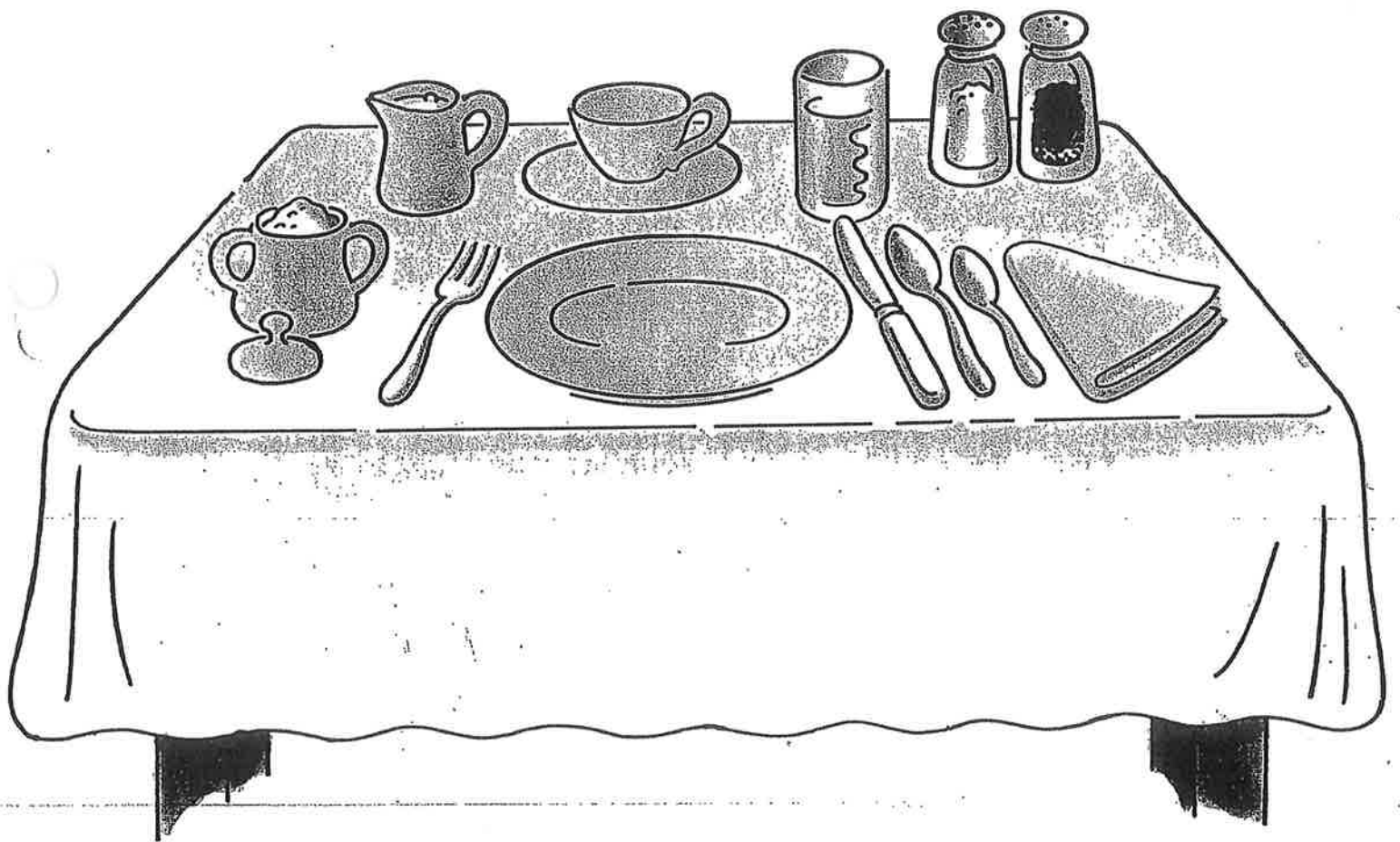
2.

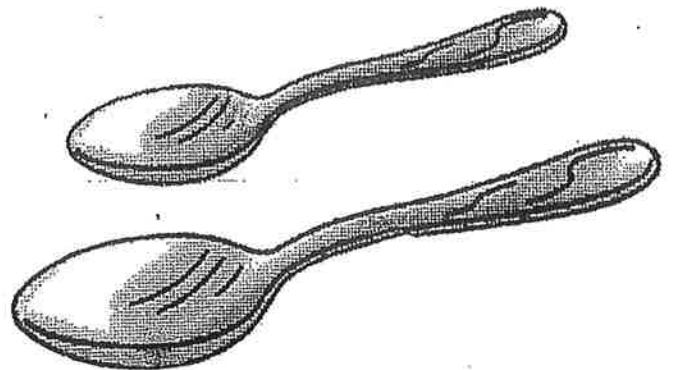
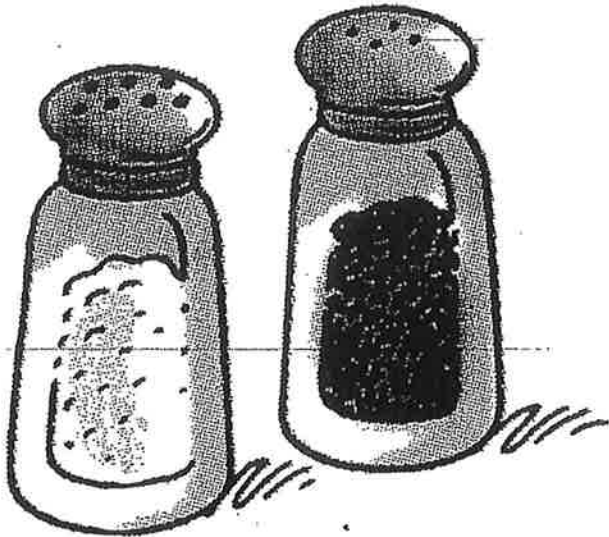
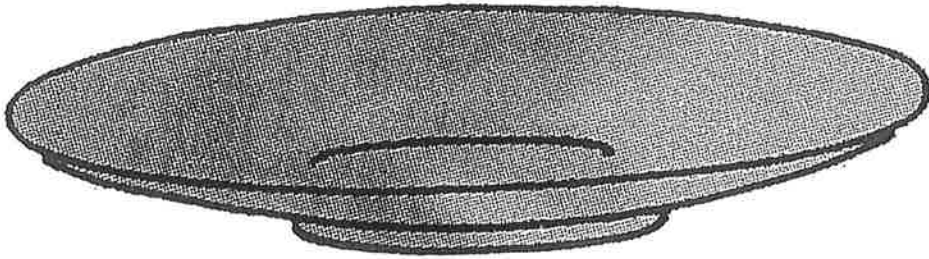
h











Sixth Grade

Thematic Units

City of Orange Board of Education
Orange Board of Education World Language Curriculum

Grade: 6th

Thematic Unit: My time in School

Time frame: September to October

Objectives: Students will be able to ask and answer questions about their school schedule and describe school activities.

NJ Standards/Progress Indicators: 7.1.A.3 7.1.B.3 7.1.B.4 7.1.C.2 7.2.A.1

Scope and Sequence Instructional Activities	Culture	Content Connections	Grammatical Structure	Assessment	Teacher Resources
School Subjects * Introduce and review school subjects and activities (mathematics, art, science, literacy, gym, social studies, world languages, music, exercise, read, sing, study, paint. . .) * Students practice vocabulary using different activities to reinforce comprehension and retention (concentration, match, Tic-Tac-Toe, bingo) * Teacher reinforces comprehension with pictures of the subjects and activities. * Students will label the pictures of the school subjects. * Teacher questions and answers (Which is your favorite subject? Which is your least favorite subject?)	Identify the subjects taught in schools from target culture with your same grade level. Compare the months of the school year from target culture with their own.	Social Studies: Compare school routines from target cultures. Language Arts: Writing sentences, labeling vocabulary and creating a schedule. Math: Telling time. Art: Creating a book of subjects. Drama: Role-play of dialogue.	Questions: 1. Do you like? 2. Which subject do you like? 3. What do you do in? 4. What is your favorite? 5. Where is it? 6. At what time do you go? 7. When do you take? 8. What subjects do you take on Monday? Grammar: 1. Verb/ tense / nouns/ adverbs 2. Singular or plural use of quantity. 3. Questions and answers agreement. Simple sentence Structure: 1. I like/don't like this subject. 2. At what time _____. 3. On what day _____. 4. I take math on _____. 5. I read and write in _____ class.	Formative: 1. Oral evaluation 2. Question and response. 3. Mini book Summative: Students will create a school schedule including subjects and after school activities and will present it verbally to the class.	Pictures cards Sentence strips Internet Newspaper Magazines Technology: www.guia.com www.wikipedia.org/
Subject activities * Introduce and review subject activities (read, add, subtract, divide, multiply, write, learn, draw, paint, sing. . .) * Students create short sentences describing what they do in each					

City of Orange Board of Education
Orange Board of Education World Language Curriculum

Grade: 6th

Thematic Unit: My time in School

Time frame: September to October

Objectives: Students will be able to ask and answer questions about their school schedule and describe school activities.

NJ Standards/Progress Indicators: 7.1.A.3 7.1.B.3 7.1.B.4 7.1.C.2 7.2.A.1

subject (In literacy we read. In Math we add, and subtract. In art we paint...) * Students practice a role-play dialogue activity of question and response. * Teacher provides strips with questions and answers (Which is your favorite subject? What do you do in that class?) * Students create a book with the subject and the main activity. School Schedule * Teacher reviews vocabulary words for days of the week using tags. * Students practice vocabulary arranging the days and putting them in the proper order. * Teacher uses a clock to review the time. Question and answer (What time is it? What subject do you have at this time?) * Teacher will use a transparency with a blank schedule to guide students in completing the week.		Action words: 1. Like 2. Study 3. Add, subtract, multiply, divide 4. Read 5. Write 6. Learn 7. Think 8. Draw 9. Sing	
--	--	--	--

Name _____

Date: _____

My time in school

Points	Written	Appearance	Verbal	Vocabulary
5	All information was precise and clear. Subjects were described and preferences were stated.	Schedule was typed or neatly hand written. 90% or more of the information was in the right places.	Excellent speech. No reading from schedule. 100% spontaneous.	All intended vocabulary was used. 90% or more vocabulary was used.
4	80% of required information was given. A list of at least 80% of the required vocabulary was used.	Schedule was neat with slight visible errors. 80% of the information was correctly placed.	Clear presentation with some reading from the schedule. 80% of the information was original.	Most target vocabulary was used. 80% or more vocabulary was used.
3	50% of required information about subjects and hobbies was missing.	Schedule was completed at about 50% expectation regarding neatness. Half of the information was missing or incorrectly placed.	Presentation was only 50% fluent. About 50% was read from the schedule.	Only 50% of the vocabulary was used.
2	More than 60% of the information was missing.	Schedule was messy. More than 60% information was missing.	The entire presentation was read from the schedule. No spontaneity.	Almost no target vocabulary was used. Less than 50% of vocabulary was used.
1	No writing done.	No schedule was submitted.	No verbal presentation.	No target vocabulary was used.

City of Orange Board of Education
Orange Board of Education World Language Curriculum

Grade: 6th

Thematic Unit: Professions in my community

Time frame: November to January

Objectives: Students will be able to participate in simple conversations about jobs and professions in their community.

NJ Standards/Progress Indicator 7.1.A.3

7.1.B.3 7.1.B.4

7.1.C.2

7.2.A.3

Scope and Sequence Instructional Activities	Culture	Content Connections	Grammatical Structure	Assessment	Teacher Resources
Work places * Introduce and review vocabulary related with work places (post office, body shop, office, pharmacy, dentist office, flower shop, restaurant, bakery, shoe store, pet store, hospital, butcher store, airport, school, etc). * Teacher uses vocabulary flashcards to help reinforce student's retention through choral repetition. * Teacher engages students in memory games to help retention of vocabulary (bingo, ball, rags to riches, etc). * Students create short sentences integrating their family members with work places (My mother works in a school / My sister Ana works at the shoe store). * Have students work in pairs providing information about where family members work.	Views of professions in the target culture. Reading of authentic literature that illustrates community workers	Social Studies: Compare community workers from target culture. Language Arts: Writing. Math: Survey and graph results. Art: Drawing, graphic designing.	Questions: 1. Who is it? 2. What does he/she do? 3. Where does he/she work? 4. What does he/she do? 5. What is this? 6. What do you want to be? Grammar: 1. Verb/ tense / nouns/ adverbs 2. Singular or plural use of quantity 3. Questions and answers agreement 4. Proper use of adjectives to describe gender. Simple sentence Structure: 1. He is a.. 2. She works in ... 3. She helps with.. 4. He cuts.. 5. The florist works in the flower shop.	Formative: 1. Question and answer 2. Descriptive sentences 3. Activity sheet Summative: Students will create a power point presentation stating where specific community workers work and what they do.	Transparencies Picture cards Map of city Labels Authentic literature CDs Internet Activity sheets Technology www.quia.com www.myhq.com/public/v/a/vanderwerken
Professions * Introduce and review vocabulary related with people in the community (mail man,		Technology: Power point presentation.			

**City of Orange
Orange Board of Education World Language Curriculum**

Grade: 6th

Thematic Unit: Professions in my community

Time frame: November to January

Objectives: Students will be able to participate in simple conversations about jobs and professions in their community.

NJ Standards/Progress Indicator	7.1.A.3	7.1.B.3	7.1.B.4	7.1.C.2	7.2.A.3
teacher, doctor, nurse, firefighter, police, florist, pharmacist, butcher, waiter, cashier, veterinary, mechanic, lawyer, pilot, dentist, etc). *Teacher uses vocabulary flashcards to help reinforce students' retention of workers. * Students practice new vocabulary using picture cards in small guided groups. *Students will label the pictures by using the vocabulary of community workers. *Teacher questions and answers (Who is he/her? What does he do? Where does he work?). * Students create short sentences describing where community members work (The mechanic works in a body shop. The nurse works at the hospital). *Students engage in a paired oral activity asking and responding to questions according to the pictures provided. *Students survey each other of their favorite community job and graph the results of the responses. Job description *Introduce and review vocabulary related with describing jobs				Action words 1. To prepare 2. To talk 3. To go 4. To fix 5. To sell 6. To help 7. To cut 8. To give 9. To teach 10. To work 11. To cure	

**City of Orange Board of Education
Orange Board of Education World Language Curriculum**

Grade: 6th

Thematic Unit: Professions in my community

Time frame: November to January

Objectives: Students will be able to participate in simple conversations about jobs and professions in their community.

NJ Standards/Progress Indicator	7.1.A.3	7.1.B.3	7.1.B.4	7.1.C.2	7.2.A.3
(teach, sell, clean, help, give, fix, cook, serve, work, prepare, etc). * Teacher engages students in TPR activity to help memorize action words. *Teacher uses vocabulary flashcards to help reinforce students' retention of above words. * Students cut out pictures and label them appropriately with correct vocabulary. * Students create short sentences using action words to describe specific occupations (The doctor works in a hospital. He helps patients.).					

Name: _____ Date: _____

Professions: Power Point Presentation

Number of Slides: _____ Points: _____ Grade: _____

Points	Verbal	Written	Artistic	Vocabulary
5	Excellent speech. No reading from slides. 100% spontaneous.	All information was precise and clear. Professions were described in full and complete sentences.	Very artistic. Illustrations correlated with sentences 90 % or more of the time.	All intended vocabulary was used. 90% or more vocabulary was used.
4	Clear presentation with some reading from the slides. 80% of the information was original.	80% of required information was given. A list of at least 80% of the required vocabulary was used.	Good visuals. Sentences and art were in accordance about 80%.	Most target vocabulary was used. 80% or more vocabulary was used.
3	Presentation was only 50% fluent. About 50% was read from the slides.	50% of required information about professions was missing.	Pictures were 50% of the time related to sentences.	Only 50% of the vocabulary was used.
2	The entire presentation was read from the slides. No spontaneity.	More than 60% of the information was missing.	Almost no art. More than 40% of the time pictures did not correlate with sentences.	Almost no target vocabulary was used. Less than 50% of vocabulary was used.
1	No verbal presentation.	No writing done.	No pictures or art.	No target vocabulary was used.

City of Orange, and Of Education
Orange Board of Education World Language Curriculum

Grade: 6th

Thematic Unit: Places to visit

Time frame: February to April

Objectives: Students will be able to demonstrate cultural and geographic awareness of places to visit in target countries.

NJ Standards/Progress Indicators: 7.1.A.3 7.1.B.4 7.1.C.2 7.2.A.3 7.2.A.2

Scope and Sequence Instructional Activities	Culture	Content Connections	Grammatical Structure	Assessment	Teacher Resources
Places * Introduce and review vocabulary related with traveling and places (travel agency, ticket, passport, lake, desert, beach, mountains, river, forest, volcanoes). * Teacher reinforces comprehension with pictures of the places and objects in choral repetition. * Students research places of interest on the internet from different countries of target language. * Teacher introduces questions and answers (Where do you want to travel? What places would you like to visit there?). * Students create short sentences about the places they can visit in the target countries (In Nice, France I can visit beautiful beaches. In Costa Rica I can visit the rain forest. The Gobi desert is in Mongolia, China). * Teacher presents posters of travel destinations and students label and post them in the classroom. * Students role-play a travel agent and a client planning a trip. (When are you	Use of authentic maps and discussions of tourist sites in the target countries. Identify location of countries and make cultural connections. Watch a video of countries from target language.	Social Studies: Research places and facts about places to visit from countries of target language. Language Arts: Writing. Science: Compare the variation in temperature of topographical areas (Mountain, beach, desert, rainforest. . .) Technology: Internet research.	Questions: 1. Where do you want to go on vacation? 2. Do you want to make a reservation? 3. What is your favorite place? 4. When do you want to go? 5. What's the weather like? 6. Where is it located? 7. When do you want...? 8. How much do I have to pay...? Grammar: Present progressive of verb <i>to be</i> : (I am swimming in the lake) Simple sentence Structure: 1. I would like to visit _____. 3. I am going to _____. 4. It is located in _____. 5. The temperature is _____.	Formative: 1. Skit 2. Research 3. Activity sheet Summative: Students will research about a place to visit. After they research they will present to the class in the target language.	Pictures cards Sentence strips Internet Maps Globe Technology: www.languageguide.org.com www.quia.com www.wright3.tripod.com/vft/id10.html www.wikipedia.org/wiki/Gobi_Desert www.destination360.com/europe/france/french-riviera.php www.srl.caltech.edu/personnel/krubal/rainforest/Edit560s6/www/where.html

City of Orange, State of Education
Orange Board of Education World Language Curriculum

Grade: 6th

Thematic Unit: Places to visit

Time frame: February to April

Objectives: Students will be able to demonstrate cultural and geographic awareness of places to visit in target countries.

NJ Standards/Progress Indicators: 7.1.A.3 7.1.B.4 7.1.C.2 7.2.A.3 7.2.A.2

traveling? How many days? How much is the ticket? Where do you want to go? I want to visit Belgium).

Geography and Culture

* Introduce and review vocabulary related with geographical areas and cultural attractions (Continents, Cardinal points: north, south, east, west Oceans: Pacific, Atlantic, Mediterranean, etc).

* Teacher reinforces comprehension and retention of vocabulary through repetition and using a map/globe.

* Teacher questions and answer

(Where is the lake *Atitlan*? Where is it located? Is the French Riviera in the east or west coast of France? Are the Himalaya mountains in China? Puerto Rico is surrounded by which ocean?).

* Teacher provides strips with questions and answers and students match them up. (Where is Macchu Picchu? Macchu Picchu is in Peru).
* Students research on the computer the climate of the topographical areas of target countries.

Action words

1. Visit
2. Rest
3. Climb
4. Go
5. Be
6. Think
7. Begin
8. Can
9. Swim
10. Play

Name: _____

Date: _____

Places to visit

Score	Verbal	Written	Information presented	Artistic
5	Excellent speech. 100% spontaneous. Presentation was delivered smoothly with out interruptions.	No errors in sentence structure. 90% or better in grammatical structures.	Place of interest was thoroughly researched and the information was 90% or better relevant.	Research included excellent visual aids to enhance presentation.
4	Clear presentation with some hesitation.	Clear sentences with minor grammatical errors. 80% or better.	The information was about 80% relevant to the pace of interest researched.	Good visuals added to the presentation. Visuals correlate with the information.
3	Unclear presentation with noticeable verbal doubt and errors.	Noticeable grammatical errors and spelling mistakes. 50% of the sentences are incorrect.	Only about 50% of the information was relevant to the presentation.	Only a few pictures were included and only about 50% of the time they were correlated with the information.
2	Almost no verbal communication. Less than 40% of speech was given.	Unclear presentation due to many spelling and grammar errors.	Very little information was obtained and this information was not relevant to the place.	Hardly any visuals and those presented don't correlate with the rest of the information presented.
1	No verbal presentation.	No writing done.	No research was done.	No artistic input.

City of Orange Board of Education
Orange Board of Education World Language Curriculum

Grade: 6th

Thematic Unit: Traditional clothing

Time frame: May to June

Objectives: Students will be able to name and describe traditional articles of clothing from the target countries.

NJ Standards/Progress Indicator: 7.1.A.3

7.1.B.4

7.1.C.1

7.1.C.2

7.2.A.3

7.2.C.1

Scope and Sequence Instructional Activities	Culture	Content Connections	Grammatical Structure	Assessment	Teacher Resources
Clothing * Introduce and review vocabulary words for articles of clothing utilizing picture cards (skirt, pants, blouse, dress, pajama, short, shoes, socks, swimsuit, hat, sweater and coat). * Teacher introduces questions using the following structures (What is this? This is....and what color is it?). * Students pair up and use picture cards to practice new vocabulary. * Students practice asking questions to their classmate about their clothes in small guided groups. * Students play Simon Says to reinforce vocabulary words for clothing. * Students write a list of clothing words by working with a partner. One writes and the other one draws.	Some cultures of target language still have traditional customs that represent their backgrounds. Recognizing that different countries of target language use different words to refer to the same article of clothing. Listen to authentic literature in target language.	Social Studies: Identifying different customs of target cultures. Language Arts: Sentence structures for written descriptions. Math: Use of numbers, counting and money value.	Questions: 1. What is this? 2. What color is this? 3. What are you wearing today? 4. Can you describe it? 5. How much is it? Grammar: 1. Questions and answers a agreement. 2. Singular and plural for clothing and currencies. 3. Adjectives go after the nouns. Simple sentence structure: 1. This is _____. 2. I would like to buy _____. 3. I like _____. 4. My favorite clothes are _____. 5. The skirt is long and colorful.	Formative: 1. Identification of clothing. 2. Descriptive sentences. 3. Venn Diagram 4. Skit Summative: Students will research traditional outfits from countries of target language. They will present to the class.	Picture cards Transparencies Poster Labels Paper money Authentic literature CDs Video Internet Activity sheets Technology www.guia.com www.myhq.com/public/via/vanderwerken
Descriptions * Introduce and review adjectives to describe words, focusing on color, size, and quality (red, blue, yellow, green, black, purple, pink, orange, white, wide, narrow, old, new,	Sing and dance to music in target language that uses vocabulary related to clothing.	Art: Drawing, cutting and pasting. Technology: Research.	Action words: 1. To like 2. To need 3. To buy 4. To ask 5. To have 6. To give		

City of Orange Board Of Education
Orange Board of Education World Language Curriculum

Grade: 6th

Thematic Unit: Traditional clothing

Time frame: May to June

Objectives: Students will be able to name and describe traditional articles of clothing from the target countries.

NJ Standards/Progress Indicator: 7.1.A.3				
7.1.B.4	7.1.C.1	7.1.C.2	7.2.A.3	7.2.C.1
Countries of target language use different money than in the United States and the value of that money is not the same as the U.S. dollar.	7. To spend 8. To pay			
expensive, cheap, big, small, long and short); * Students will pick out two or three articles of clothing randomly and will be asked to describe using adjectives. * Teacher will provide verbal description of clothes and students will decide whether the description is true or false. * Teacher describes one article at a time and students design the descriptions. * Students will create written descriptions of clothing based on the pictures provided.				
Currency * Introduce and review vocabulary words of currency from different target countries by presenting coins and bills in order from least to most value. * Students will organize bills and coins in the same format. * Teacher introduces and reviews asking price using questions (How much is it? Utilizing monetary unit of one specific country.). * Students will research the monetary unit and money value of one target country. * Students will compare money value from a foreign country with the American dollar.				

Objectives: Students will be able to name and describe traditional articles of clothing from the target countries.

NJ Standards/Progress Indicator: 7.1.A.3				
7.1.B.4	7.1.C.1	7.1.C.2	7.2.A.3	7.2.C.1
Shopping * Students will view and participate in discussion of video targeting shopping and community in a city of target culture. * Students will create a Venn Diagram and compare traditional clothing from target cultures with that of their own. * Students role play buying and selling clothing using foreign money with a partner by constructing their own shops re-creating pictures of clothing and price tags.				

Name: _____

Traditional Clothing

VOCABULARY	RESEARCH	PRONUNCIATION	MESSAGE CONTEST/COMPARING
4 Vocabulary is accurate 90 % of the time or more.	4 Clothes research were 90-100 % relevant to lesson.	4 90 to 100% fluency and pronunciation.	4 Relevant information and to the point. Comparisons were appropriate all the time.
3 There are some minor errors in vocabulary. 80% accuracy.	3 Some of the information researched was not relevant to the lesson.	3 Some hesitation and pronunciation errors. 80% fluency.	3 80% of the intended information is presented. About 80% of the comparisons were done appropriately.
2 Noticeable vocabulary errors. 50% accuracy.	2 50% of the necessary information was not researched.	2 Many doubts and communication errors. 50% fluency.	2 Only 50% of the content is relevant to the intended comparison activity.
1 No response	1 No research was done.	1 No response	1 No response

Score: _____

Sixth Grade

Attachments

Look at the following pictures and write the word that describes their occupation.

On the other side, create a short sentence explaining where this people will work.

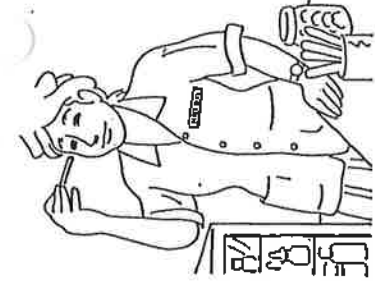




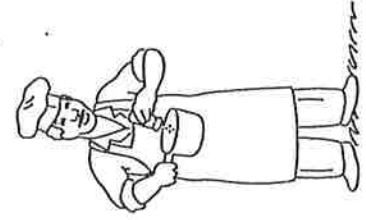
1.



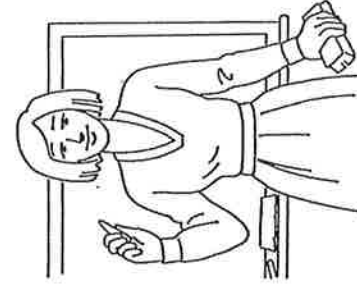
2.



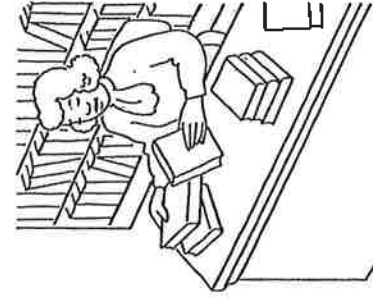
3.



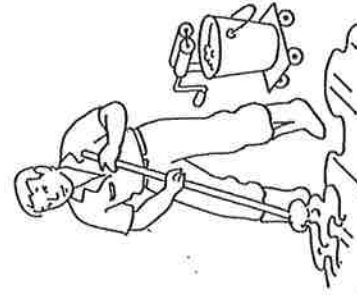
4.

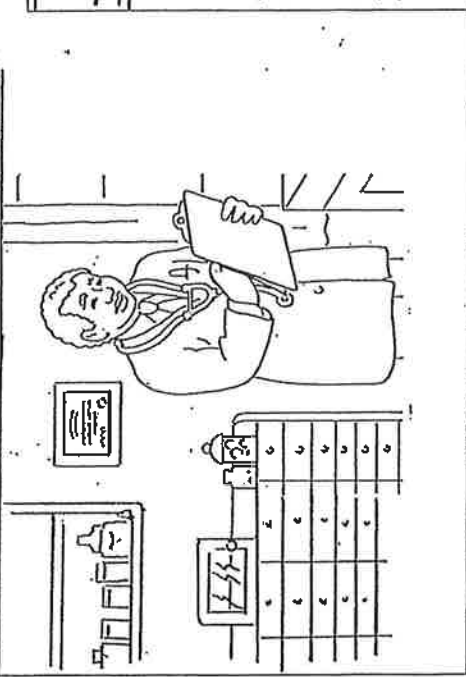
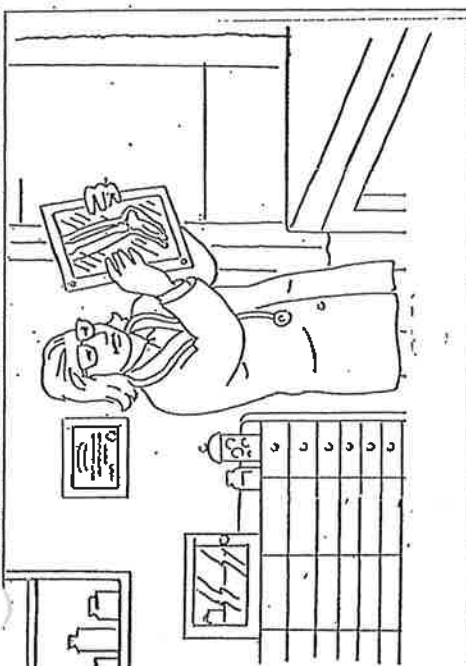
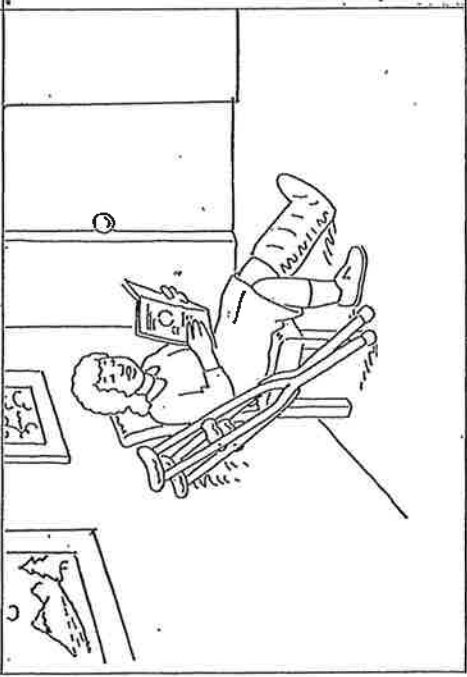
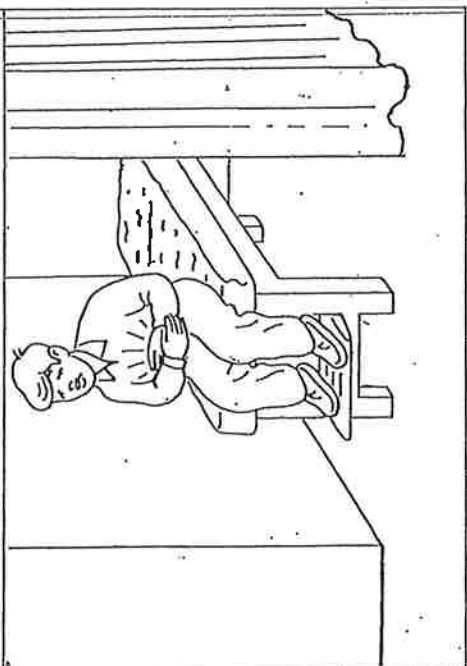
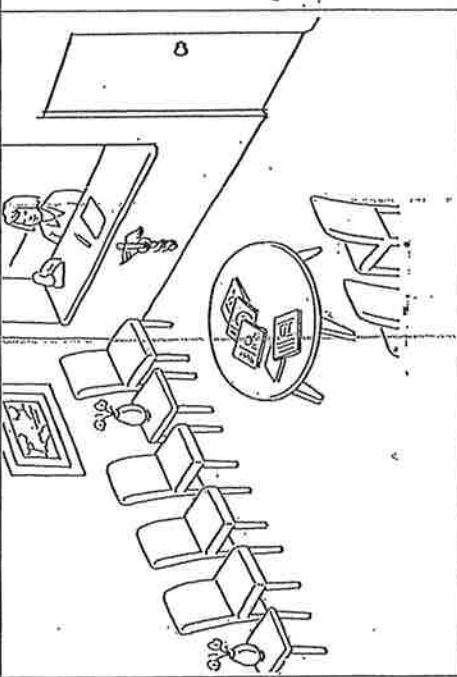


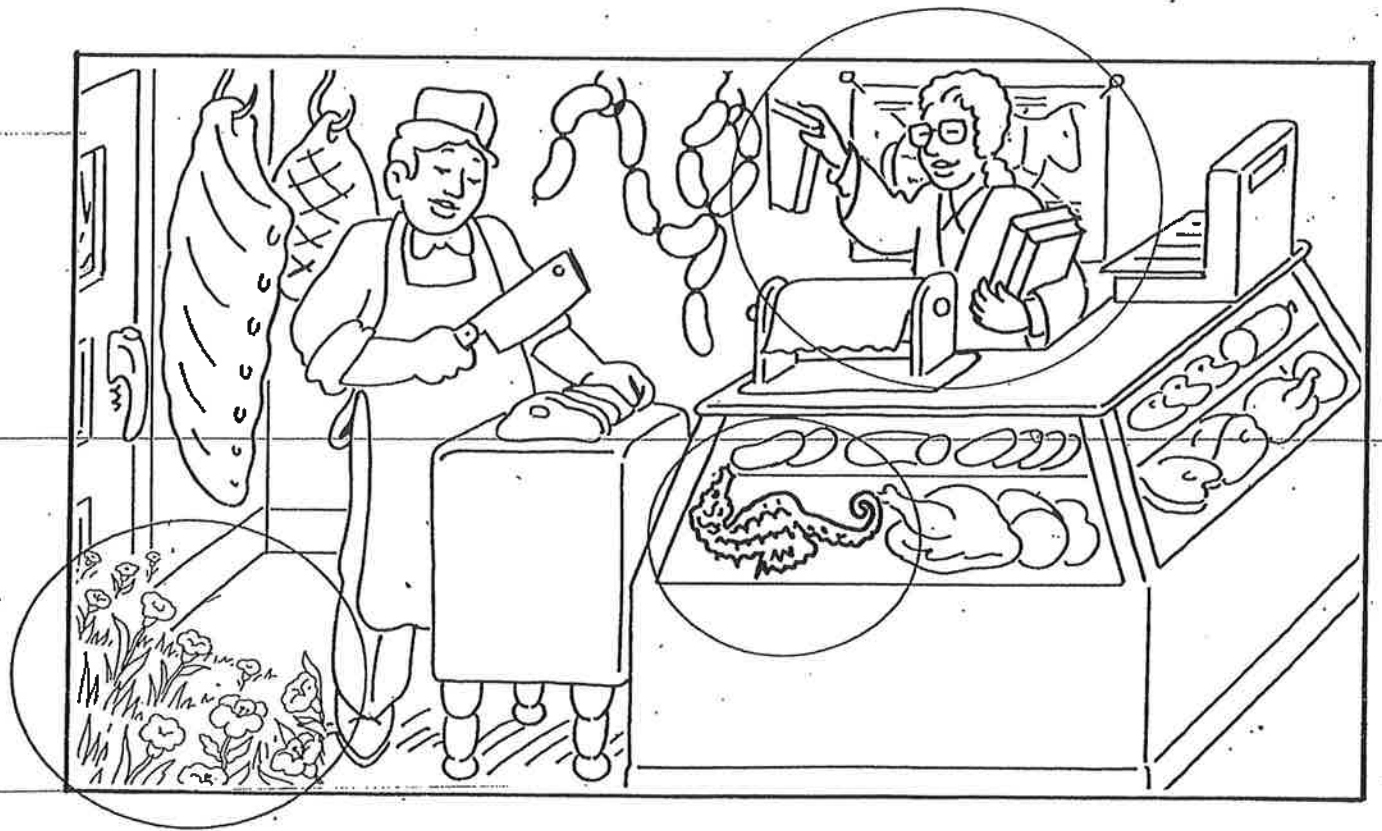
5.

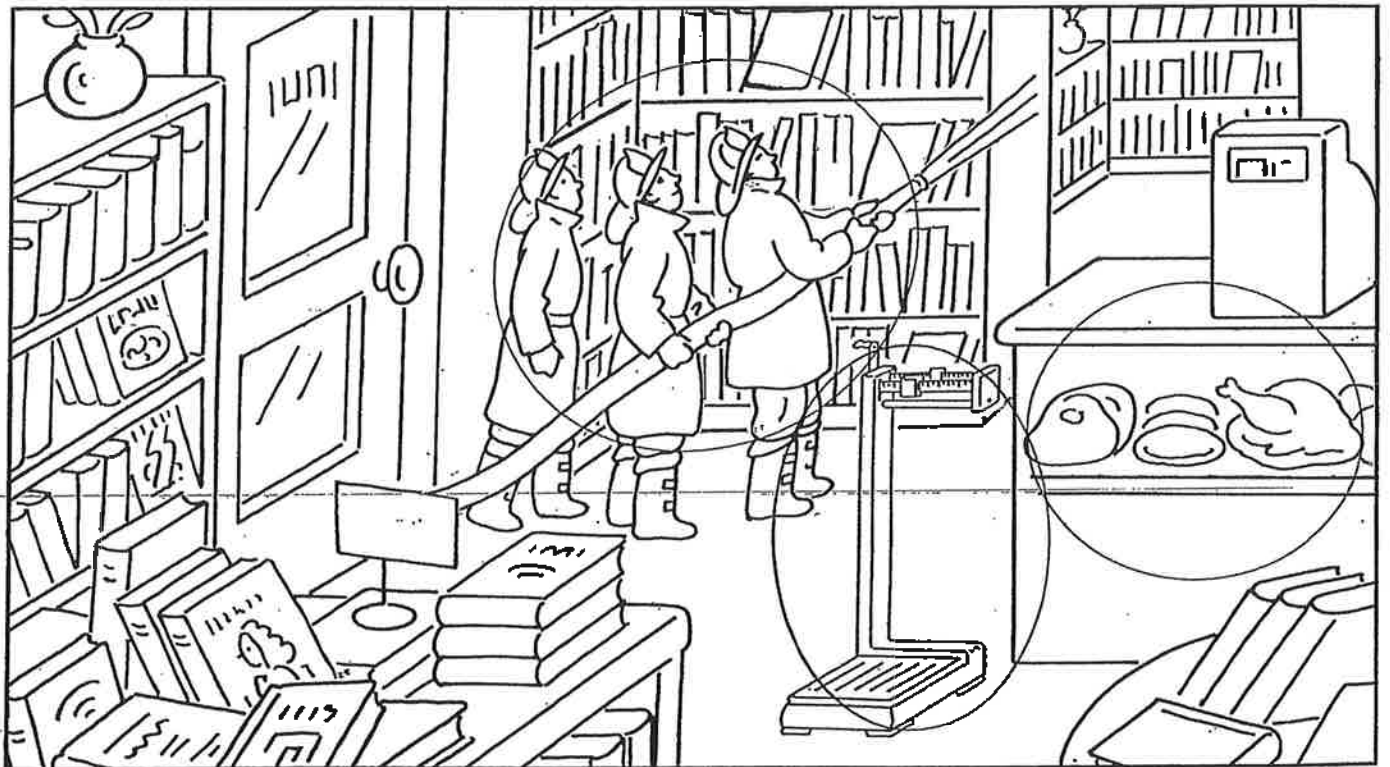


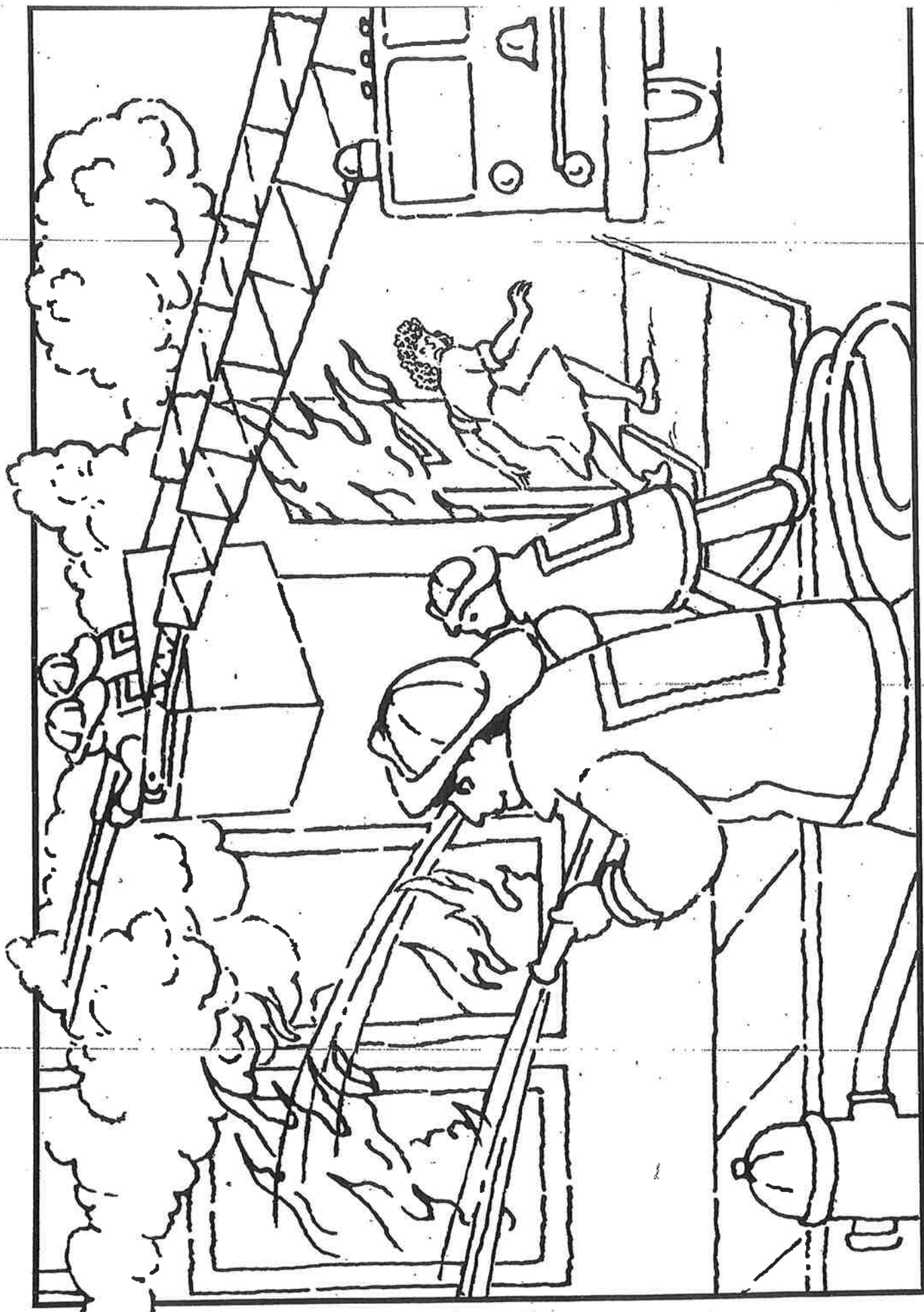
6.

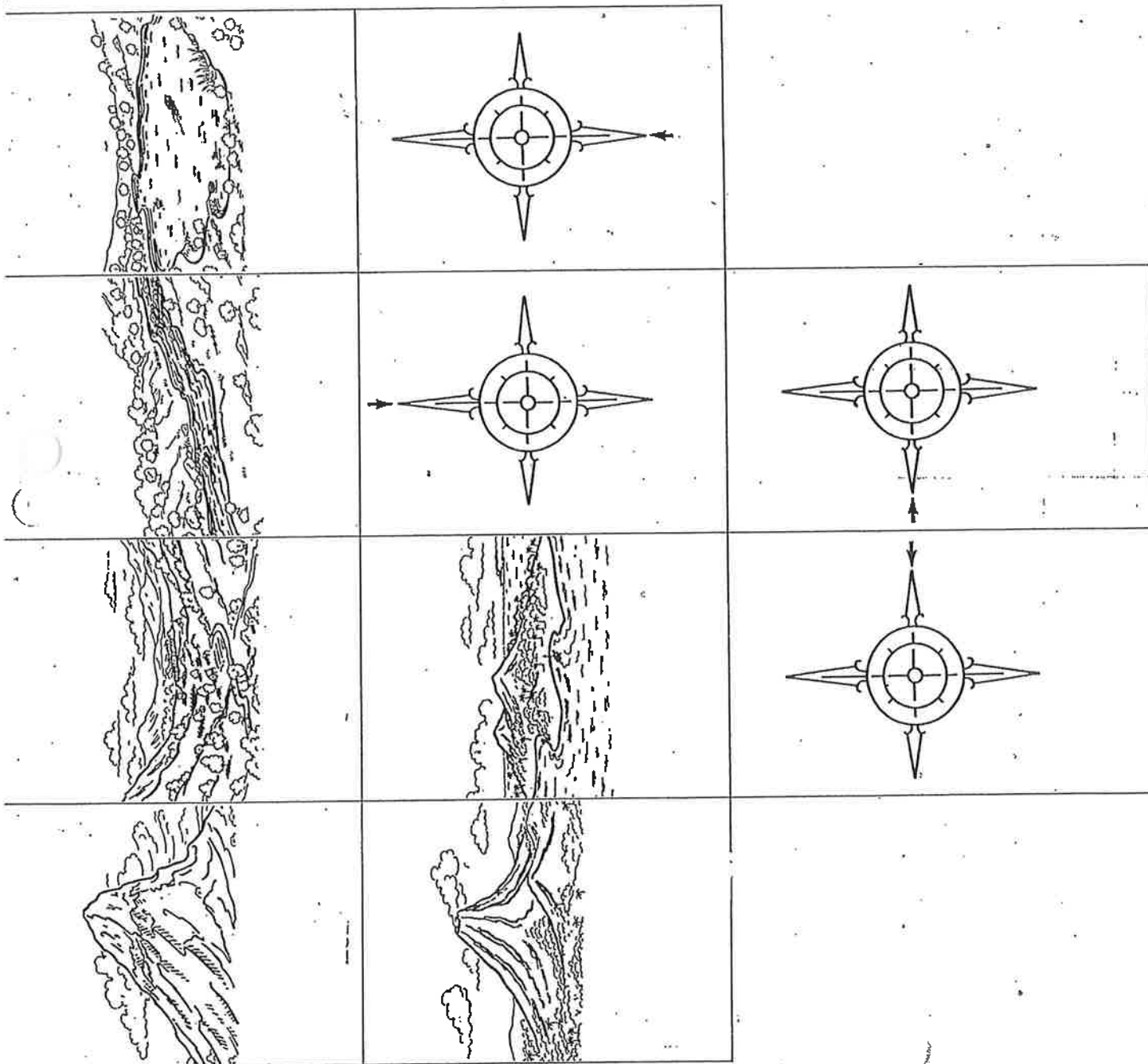


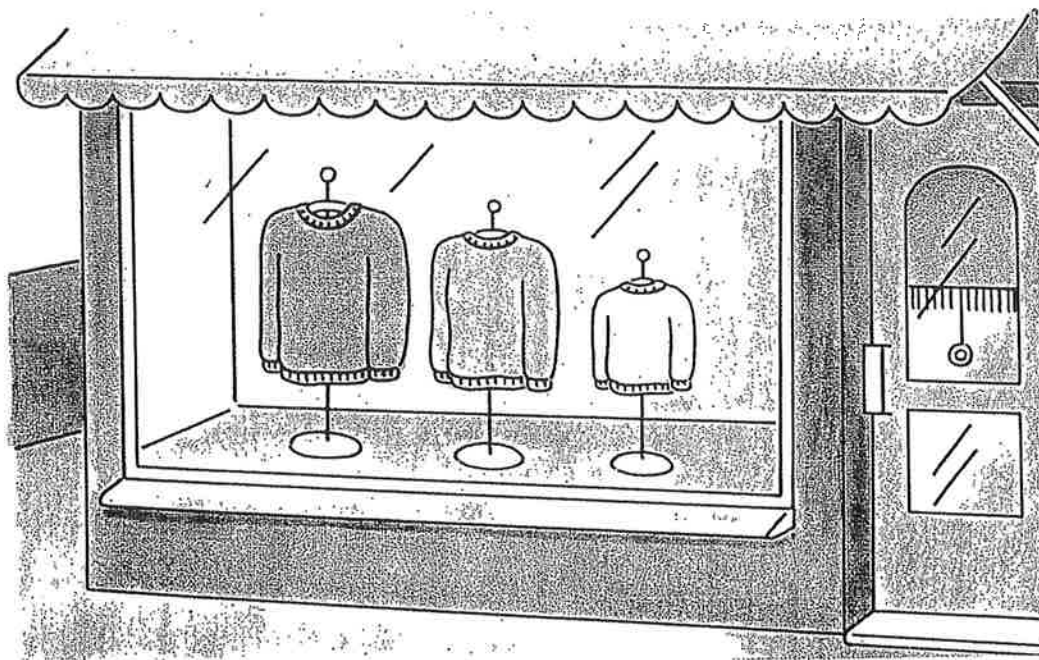


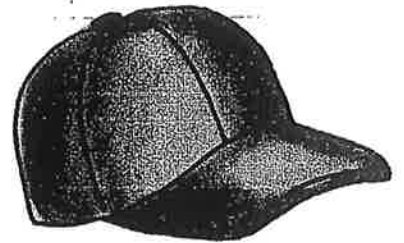
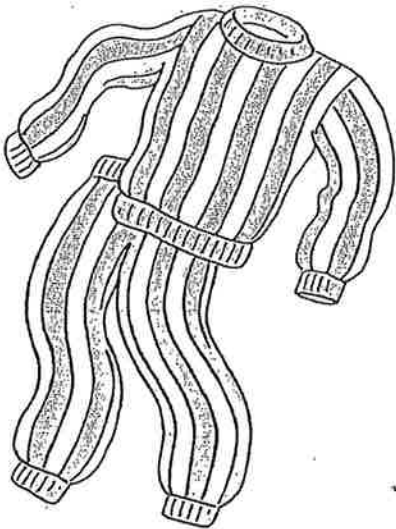
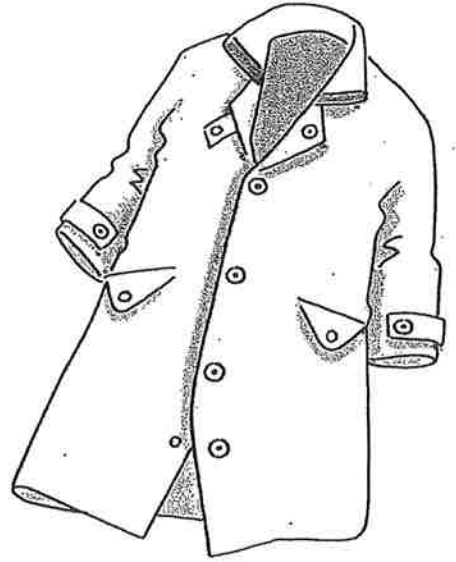
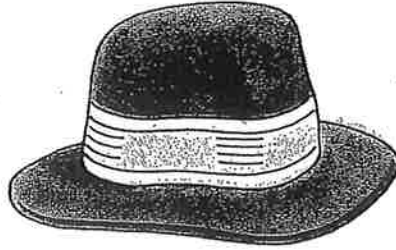


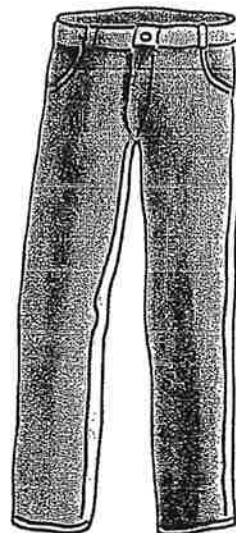
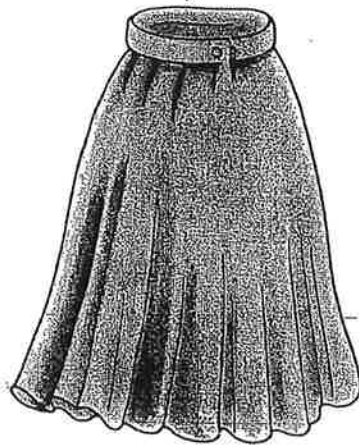


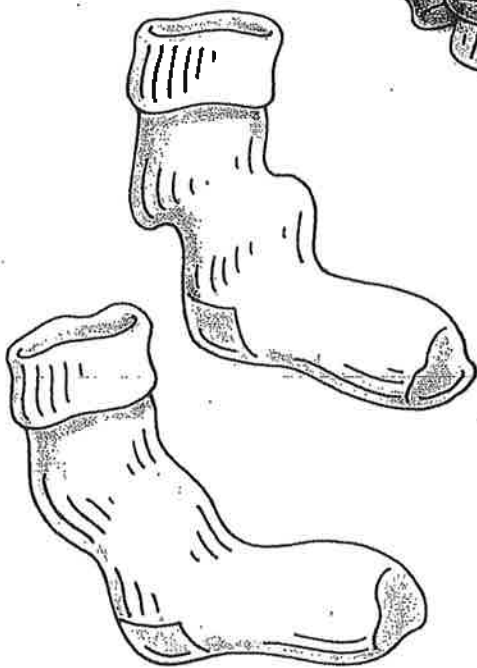












Seventh Grade

Thematic Units

City of Orange Board of Education
Orange Board of Education World Language Curriculum

Grade: 7th

Thematic Unit: My new family

Time frame: September to October

Objectives: Students will be able to describe the personalities, characteristics and cultural costumes of a host family.

NJ Standards/Progress Indicator: 7.1.A.1 7.1.A.2 7.1.A.4 7.1.B.4 7.1.B.3 7.1.C.2 7.1.C.3 7.2.A.1 7.2.A.3 7.2.B.2 7.2.C.1 7.2.C.3

Scope and Sequence Instructional Activities	Culture	Content Connections	Grammatical Structure	Assessment	Teacher Resources
Host Family * Introduce and review family members with pictures and choral repetition (mother, father, grandmother, sister, daughter. . .) * Activities that will enhance comprehension of vocabulary (memory, bingo. . .) * Teacher introduces the country and town where the host family lives. * Students are assigned to research basic facts of the town where the host family lives (population, climate, landmarks. . .) * Students will work in small groups to answer questions provided by the teacher regarding basic facts of the town they will visit.	Compare families from different countries of target culture and the U.S.A. Discuss traditional markets and shopping practices from target countries. Compare food related etiquette such as table manners. Compare meal times from target culture with the U.S.	Social Studies: Location and climate of target country. Daily customs of target culture. Language Arts: Writing a letter. Art: Create a collage of host family. Technology: Research.	Questions: 1. Where does he/she live? 2. Is he/she funny? 3. What do you like? 4. What is the name of the town? 5. What color are his/her eyes? 6. Is he/she tall or short? Grammar: 1 Proper use of articles. 2. Proper use of possessive adjectives, possessive pronouns. 3. Adverbs/expressions: Where, How much, How many, There is, There are. Simple sentence structure: 1. My family lives in Orange. 2. I have a big/small family. 3. I live with _____.	Formative: 1. Letter to family 2. Research 3. Collage of family. 4. Verbal presentation Summative: Students will create a letter to mail home to their parents informing them of their new family abroad describing their personalities, physical aspect and cultural traditions.	Picture cards Authentic literature Internet Magazines Technology www.quia.com www.unitedstreaming.com om.wikipedia.org
Personalities/Characteristics * Review and introduce vocabulary (funny, shy, smart, short, tall, thin, strong, playful, wild, responsible, serious. . .) * Teacher reinforces vocabulary					

City of Orange
Orange Board of Education World Language Curriculum

Grade: 7th

Thematic Unit: My new family

Time frame: September to October

Objectives: Students will be able to describe the personalities, characteristics and cultural costumes of a host family.

NJ Standards/Progress Indicator: 7.1.A.1 7.1.A.2 7.1.A.4 7.1.B.4 7.1.B.3 7.1.C.2 7.1.C.3 7.2.A.1 7.2.A.3 7.2.B.2 7.2.C.1 7.2.C.3

through pictures and repetition. * Students will write a short letter to their host family with general information about him/herself (name, age, personality/physical characteristics and family members) * Teacher provides each student with information and descriptions of their host family. * Students will respond to questions about their host family (What is the mother's name? How is she? How many children do they have?) * Students will use magazines to create a collage of the host family according to the description and personality of each of the members (The daughter is 7 years old. She is tall and funny)		4. My parents are ____. 5. My brother/sister is ____ years old. He/she is ____ and ____. 6. My name is ____ and I am ____ years old. 8. I like/I don't like. Action words: To have To be To live To go To like To love To want To eat To drink		
Customs/Culture * Introduce traditional foods and customs of their host family (rice and beans, tamales, dumplings, wontons, chop sticks, croissants, crêpes, farmers market, siesta, schedules...) * Teacher provides students with pictures or custom objects of the culture. * Students create a list of the culture foods and categorize them according to				

City of Orange Board of Education
Orange Board of Education World Language Curriculum

Grade: 7th

Thematic Unit: My new family

Time frame: September to October

Objectives: Students will be able to describe the personalities, characteristics and cultural costumes of a host family.

NJ Standards/Progress Indicator: 7.1.A.1 7.1.A.2 7.1.A.4. 7.1.B.4 7.1.B.3 7.1.C.2 7.1.C.3 7.2.A.1 7.2.A.3 7.2.B.2 7.2.C.1 7.2.C.3

preference (I like and dislike) * Teacher questions and answers (Do you like croissants? At what time will you take the siesta?)					
---	--	--	--	--	--

Name _____

Date: _____

My new family

Points	Written	Appearance	Verbal	Vocabulary
4	All information was precise and clear. Self was described. Hobbies were described.	Letter was typed or nearly hand written. 90% or more of the information was in the right places.	Excellent speech. No reading from letter. 100% spontaneous.	All intended vocabulary was used. 90% or more vocabulary was used.
3	80% of required information was given. A list of at least 80% of the required vocabulary was used.	Letter was neat with slight visible errors. 80% of the information was correctly placed.	Clear presentation with some reading from the letter. 80% of the information was original.	Most target vocabulary was used. 80% or more vocabulary was used.
2	50% of required information about self and hobbies was missing.	Letter was completed at about 50% expectation regarding neatness. Half of the information was missing or incorrectly placed.	Presentation was only 50% fluent. About 50% was read from the letter.	Only 50% of the vocabulary was used.
1	More than 60% of the information was missing.	Letter was messy. More than 60% information was missing.	The entire presentation was read from the letter. No spontaneity.	Almost no target vocabulary was used. Less than 50% of vocabulary was used.

City of Orange Board Of Education
Orange Board of Education World Language Curriculum

Grade: 7th

Thematic Unit: Sports

Time frame: November to January

Objectives: Students will be able to identify and compare sports from target culture.

NJ Standards/Progress Indicators: 7.1.A.3 7.1.A.5 7.1.B.1 7.1.C.4

Scope and Sequence Instructional Activities	Culture	Content Connections	Grammatical Structure	Assessment	Teacher Resources
Sports *Introduce and review various sports played in school (football, baseball, tennis, soccer, basketball, volleyball, swim, etc). * Students practice vocabulary using different activities to reinforce comprehension and retention (bingo, memory, concentration). * Students label the pictures utilizing correct vocabulary. * Students create sentences stating like or dislike (I don't like to play soccer). * Teacher question and answer (What's your favorite sport, etc). * Students survey their classmates about their favorite sports and create a graph of the results. * Students will work with a partner and make a collage of different sports that they enjoy and present the information to the class. * Students make a Venn diagram comparing and contrasting sports played in target culture schools and their own.	Compare sports played in schools from the target culture with those played in the U.S.A Discuss the importance of the World Cup game. Soccer is a popular sport played in target cultures.	Language Arts: Write sentences. Create survey charts and Venn diagram. Math: Students survey classmates. Discuss the duration of games and the number of team players. Science: Health benefits of playing sports. Art : Create collage and poster. Technology: Research sports from target culture.	Questions: 1. What is your favorite sport? 2. What gear do you need to play that sport? 3. What is this? 4. Where do you play this sport? 5. How many players are there in that team? 6. How long is the game? Grammar: 1. Adjectives 2. Question words 3. Singular/ plural form of nouns 4. Masculine/feminin pronouns 7. Subject pronouns Simple sentence Structure: 1. I like to play _____. 2. I don't like to play _____. 3. I need _____ to play this sport.	Formative: 1. Collage 2. Descriptive sentences. 3. Verbal responses 4. Chart of survey 5. Venn diagram Summative: Students will work with a partner and research a popular sport from the target culture. They will present to the class.	Video Flashcards Transparencies of Venn diagram Magazines Authentic literature Technology Pictures Technology www.guia.com www.fifa.com/worldcup/index.html www.wikipedia.org/wiki/FIFA_World_Cup

City of Orange Board Of Education
Orange Board of Education World Language Curriculum

Grade: 7th

Thematic Unit: Sports

Time frame: November to January

Objectives: Students will be able to identify and compare sports from target culture.

NJ Standards/Progress Indicators: 7.1.A.3 7.1.A.5 7.1.B.1 7.1.C.4

Sport gear *Introduce and review vocabulary for objects used in sports (soccer ball, foot ball, bat, net, basket, racket, etc) *Teacher uses picture cards to review the vocabulary. *Students will make a comparison chart using adjectives (The baseball is small and white. The basket ball is big and orange). *Students write simple sentences describing the gear necessary to play the sport (To play tennis I need a racket, a ball and a net.) *Guess game. Teacher provides verbal clues and students guess (I need a bat and a ball. What sport is it?) Places *Introduce and review places where sports are played (stadium, swimming pool, tennis court, field. . .) *Teacher reinforces vocabulary through pictures and choral repetition. *Students respond to simple questions (Where do you play basketball? What sport is played at the stadium?)			4. Her/his favorite sport is ____. 5. The soccer ball is ____ and ____. 6. Volleyball is played in ____. Action words: 1. To run 2. To swim 3. To hit 4. To throw 5. To pass 6. To need		
---	--	--	---	--	--

Name _____ Date: _____

Points	Written	Research	Verbal	Vocabulary
5	All information was precise and clear. Required information was clear and precise. 80% of required information was given. A list of at least 80% of the required vocabulary was used.	All information was precise and accurate. Research was done efficiently. About 80% of the information was researched and was accurate.	Excellent speech. No reading from research. 100% spontaneous.	All intended vocabulary was used. 90% or more vocabulary was used.
4	50% of required information about the sport and the country was not accurate or was missing.	Only 50% of the information was researched. Some information was inaccurate or unclear.	Clear presentation with some reading from the research. 80% of the information was original.	Most target vocabulary was used. 80% or more vocabulary was used.
3	More than 60% of the information was missing.	About 60% of the required information was missing.	Presentation was only 50% fluent. About 50% was read from the schedule.	Only 50% of the vocabulary was used.
2	No writing done.	No research was demonstrated.	The entire presentation was read from the research. No spontaneity.	Almost no target vocabulary was used. Less than 50% of vocabulary was used.
1			No verbal presentation.	No target vocabulary was used.



Sports

City of Orange Board of Education
Orange Board of Education World Language Curriculum

Grade: 7th

Thematic Unit: Healthy choices

Time frame: February to April

Objectives: Students will be able to express comprehension of healthy/unhealthy food choices and physical activities.

NJ Standards/Progress Indicators: 7.1.A.3 7.1.A.5 7.1.B.4 7.1.C.1 7.2.A.4

Scope and Sequence Instructional Activities	Culture	Content Connections	Grammatical Structure	Assessment	Teacher Resources
Food Pyramid * Introduce and review vocabulary of the food pyramid (all fruits, vegetables, grains, milk, cheese, fish, poultry, eggs, beans, nuts, bread, cereal, pasta, rice, etc). * Teacher uses vocabulary flash cards to help reinforce students' retention of foods. * Teacher questions and answer regarding the food groups (Where is milk in a food pyramid? Name two foods that are protein?). * Students will complete a blank food pyramid. Teacher will provide a word wall. * Students will complete a survey of their favorite foods according to the food pyramid. The class will create a chart of which categories are preferred (dairy, carbohydrates, proteins, fruits or vegetables). Nutrition * Introduce and review vocabulary of health values (grams of fat, calories, sugar, cholesterol, calcium, vitamins, sodium, fiber, carbohydrates, etc). * Students will analyze the nutrition chart from a fast food place and	Identification of authentic foods of the target culture Comparison of food markets of the US and the target language Comparisons of meal times and eating habits of Americans with the target culture.	Social Studies: Students will be familiar with foods associated with diverse groups from target cultures around the world. Language Arts: Writing sentences and labeling. Math: Students complete a survey and create a chart of favorite foods. Science: Balanced meals and healthy eating habits. Food pyramid. Art: Draw and categorize a food pyramid. Technology: Develop a chart.	Questions: 1. What is it? 2. What food is healthy? 3. Do you like it? 4. What is your favorite food? 5. What kind of exercises ___? 6. What do you want? 7. Where do you like to eat? 8. What do you like to do? Grammar: 1. Questions and answers agreement 2. Proper use of I like and I don't like. 3. Action words 4. Present tense Simple sentence structure: 1. I eat _____. 2. I like _____. 3. I don't like _____. 4. I want _____. 5. I don't want _____. 6. I run to stay healthy. 7. The fruit are _____.	Formative: 1. Question and answer. 2. Survey and chart. 3. Menu Summative: Develop a chart on the computer utilizing different foods into healthy and unhealthy. Students will present it to the class with brief explanation.	Picture cards Poster Labels Plastic foods Food pyramid Activity sheets Puzzles Computers Technology: www.guia.com www.languageguide.org

City of Orange Board of Education
Orange Board of Education World Language Curriculum

Grade: 7th

Thematic Unit: Healthy choices

Time frame: February to April

Objectives: Students will be able to express comprehension of healthy/unhealthy food choices and physical activities.

NJ Standards/Progress Indicators: 7.1.A.3 7.1.A.5 7.1.B.4 7.1.C.1 7.2.A.4

discuss the health values from the different selections they offer. *Students will pair up and review the nutrition chart of the meals served at a fast food place. They will determine and create a list of the healthiest to the unhealthiest food. *Teacher question and answer. (What is healthier a salad or french fries? What has more grams of fat a burger or a cheese burger? Why?) Exercises * Introduce and review physical activities (to run, to swim, to jump, to ride bike, to exercise, to walk, etc) * Teacher will set up activities to help memory retention of vocabulary (mimicking and repeating, chain, flashcards, etc) * Students work in small groups creating simple sentences using action words (I run in the morning, I like to swim) * Teacher questions and answer. (What do you do? How do you stay healthy? What is your favorite exercise?) *Have students create a balanced meal from their favorite foods and name exercises they can do daily.			Action words: 1. Run 2. Jump 3. Swim 4. Exercise 5. Ride bike 6. Walk 7. Eat		
--	--	--	--	--	--

Name: _____

Healthy Choices

	4	3	2	1
Vocabulary	90% or more of all intended vocabulary was properly used.	About 80% or more of all intended vocabulary was properly used.	Only 50% of intended vocabulary was used properly.	Less than 30% of intended vocabulary was used properly.
Menu	Chart was done to its entirety 90% of the time or more with correct use of computer software.	About 80% of the chart was properly used utilizing the correct software.	Only about 50% of the chart was complete and/or was not done using the correct technology.	More than 70% of the information is missing or was not done using the required technology.
Writing	All information was precise and clear. Foods in the chart were categorized correctly.	80% of required information was given. About 80% of the foods were categorized properly.	50% of required information was correctly categorized or missing.	More than 70% of the information was incorrectly categorized or missing.
Oral Presentation	Excellent speech. 100% of target sentences were spontaneously presented. 100% of the presentation was without reading from the chart.	Clear presentation with some reading from the chart. 80% of the information was original.	Presentation was only 50% fluent. About 50% was read from the chart.	The entire presentation was read from the chart. No spontaneity. No fluency.

Grade _____

City of Orange - Board of Education
Orange Board of Education World Language Curriculum

Grade: 7th

Thematic Unit: A tour of my state

Time frame: May to June

Objectives: Students will be able to describe and recommend places of interest in their State home.

NJ Standards/Progress Indicator: 7.1.A.1 7.1.A.5 7.1.A.2 7.1.B.1 7.1.B.3 7.1.B.4 7.1.C.3 7.2.A.1 7.2.A.3 7.2.C.3

Scope and Sequence Instructional Activities	Culture	Content Connections	Grammatical Structure	Assessment	Teacher Resources
My State * Teacher introduces the Unit with a map of the State of New Jersey. * Students research current facts of the State (population, countries, capital, flag, State bird, flower and tree) * Teacher question and answer of general facts (How many people live in NJ?, Can you name the State bird? How many countries are there?) * Using a chart labeled "We Know" and "We Guess", ask students about what they know and what they guess to be true about the State of NJ.	Identify common and distinct features between the cities of New Jersey and compare with those of target countries. Compare the customs of their own culture and the target culture.	Social Studies/ Geography: Research current facts of New Jersey. Study and use the map of New Jersey. Language Arts: Proper use of grammar in sentence structure. Math: Distance between locations.	Questions: 1. What is the name of your State? 2. Which county does Orange belong to? 3. What color is the State flag? 4. Can you name the State tree, bird and flower? 5. What is the population in New Jersey? 6. How many counties are there? 7. Can you name attractions in this city/town? 8. What is the capital of New Jersey? 9. What is your favorite attraction place in New Jersey? Grammar: 1. Questions and answers agreement. 2. Respond in simple sentences and initiate conversation in the topic discussed in class in the target language while utilizing all the necessary grammatically elements in structural format in oral and	Formative: 1. Research facts. 2. Group presentation. 2. Oral presentation. Summative: Students will create a travel brochure of their State indicating main facts and places to visit/attractions.	Video Flashcards Map Study guide Library Computer CD-room Dictionary Technology www.quia.com www.visitNJ.org www.50states.com/newjers e.htm www.enchantinglearning.com/usa/states/newjersey
Places * Teacher introduces and reviews vocabulary (museum, beach, park, landmark, monument, building, farm, etc). * Teacher uses pictures and repetition to reinforce comprehension of vocabulary. * Small group research. Groups will be assigned an attraction		Art: Brochure. Technology: Research of facts, attractions and schedules.			

City of Orange - Office of Education
Orange Board of Education World Language Curriculum

Grade: 7th

Thematic Unit: A tour of my state

Time frame: May to June

Objectives: Students will be able to describe and recommend places of interest in their State home.

NJ Standards/Progress Indicator: 7.1.A.1 7.1.A.5 7.1.A.2 7.1.B.1 7.1.B.3 7.1.B.4 7.1.C.3 7.2.A.1 7.2.A.3 7.2.C.3

(Museum, beach, landmark, etc). Each group will gather information on the attraction and present to the class the location, admission fee, exhibits, schedule, etc. * Students will use a blank map of NJ to locate the main attractions. They will indicate with a number/color the city of the attraction on the map. On the bottom of the map they will list the places. * Teacher question and answer What city is the Liberty Museum located? Where is Great Adventure theme park located? Transportation * Teacher will review vocabulary for modes of transportation (bus, train, car, etc). * Students work in cooperative group using the media center to research on map quest the distance from their school to the attraction/place to visit. They will also gather information of public transportation that they can take (schedules and fares).		written languages. Simple sentence structures: 1. The State tree is a <u>red oak</u>. 2. There are <u>21</u> counties in New Jersey. 3. The capital of New Jersey is <u>Trenton</u>. 4. It takes <u>45</u> minutes to go to Trenton. 5. The admission fee is <u>\$5</u>. 6. The schedule is <u>10:00 AM - 5:00 PM</u>. 7. I like/don't like this attraction place. Action words: 1. To travel 2. To take 3. To be 4. To have 5. To like 6. To go	
---	--	---	--

ANALYTIC SCORING GUIDE FOR RATING SPEAKING PRODUCTS

"A Tour of my state"

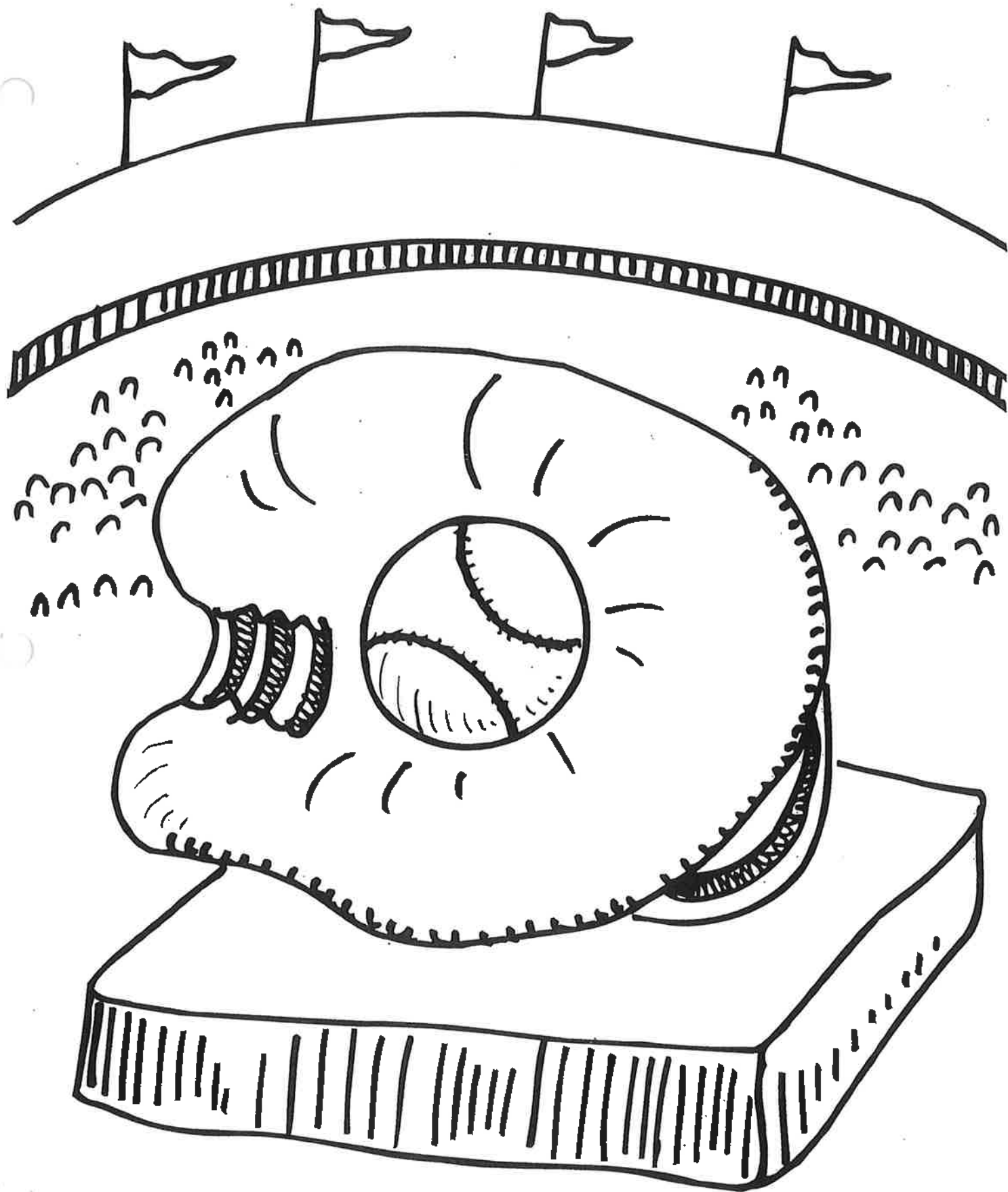
VOCABULARY	GRAMMAR	PRONUNCIATION	MESSAGE CONTEST
4 Vocabulary is accurate 90 % of the time or more.	4 Grammar is 90-100% correct.	4 90 to 100% fluency and pronunciation	4 Relevant information and to the point
3 There are some minor errors in vocabulary. 80% accuracy.	3 Some grammatical errors that do not affect comprehension.	3 Some hesitation and pronunciation errors. 80% fluency	3 80% of the intended information is presented.
2 Noticeable vocabulary errors. 50% accuracy	2 50% of grammar errors that affect pattern and comprehension.	2 Many doubts and communication errors. 50% fluency	2 Only 50% of the content is relevant to the intended goal.
1 No response	1 No response	1 No response	1 No response

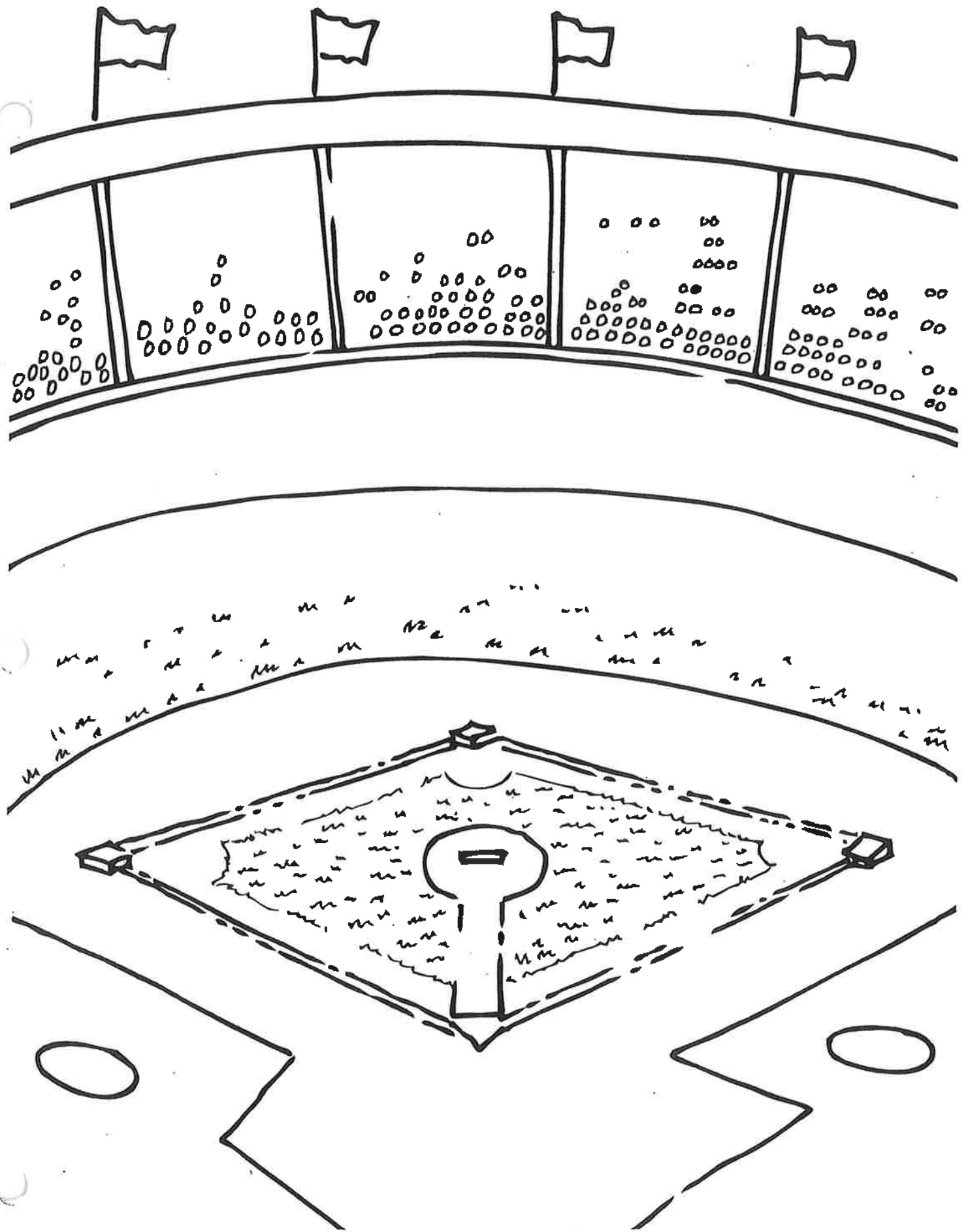
Name: _____

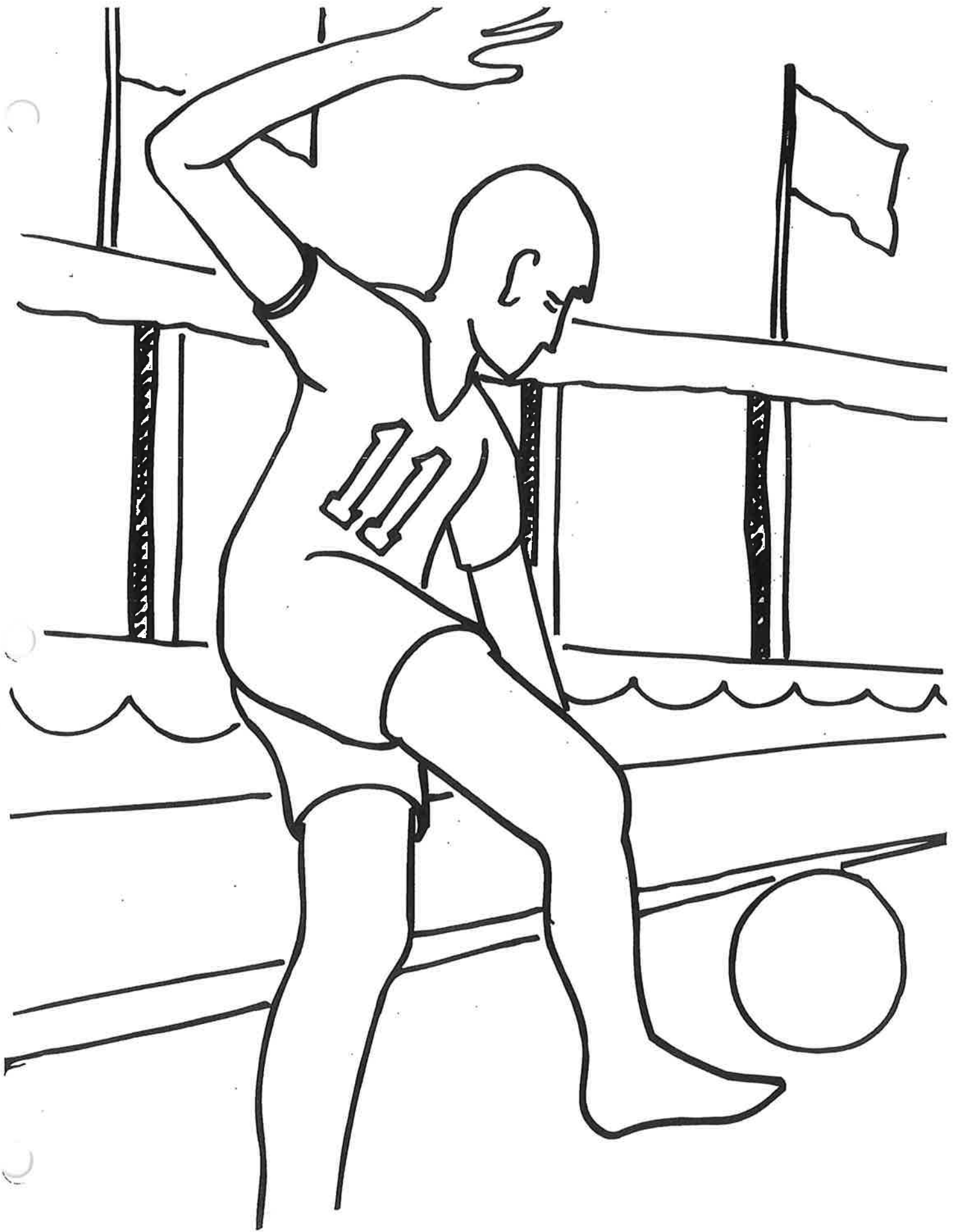
Score: _____

Seventh Grade

Attachments

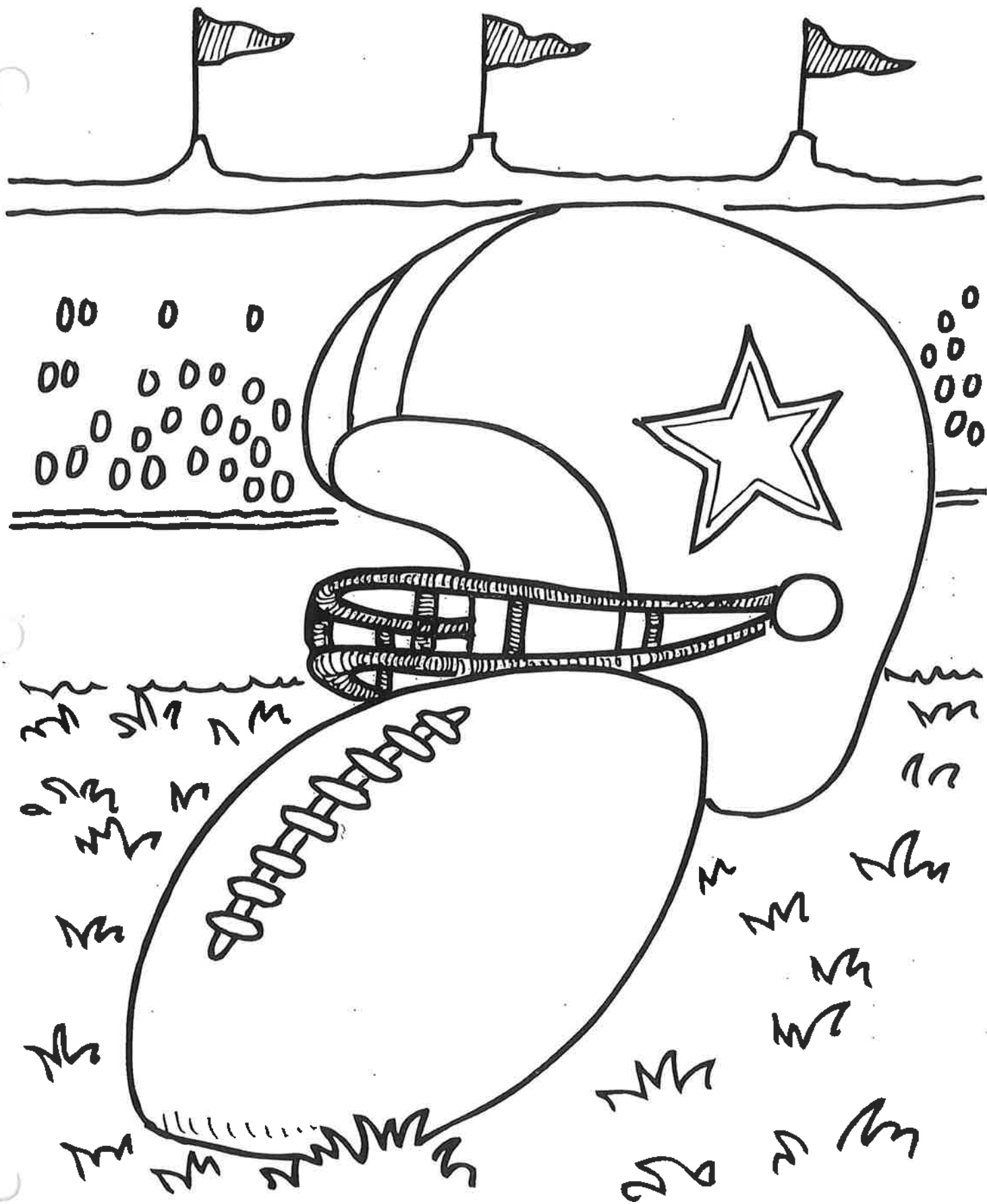


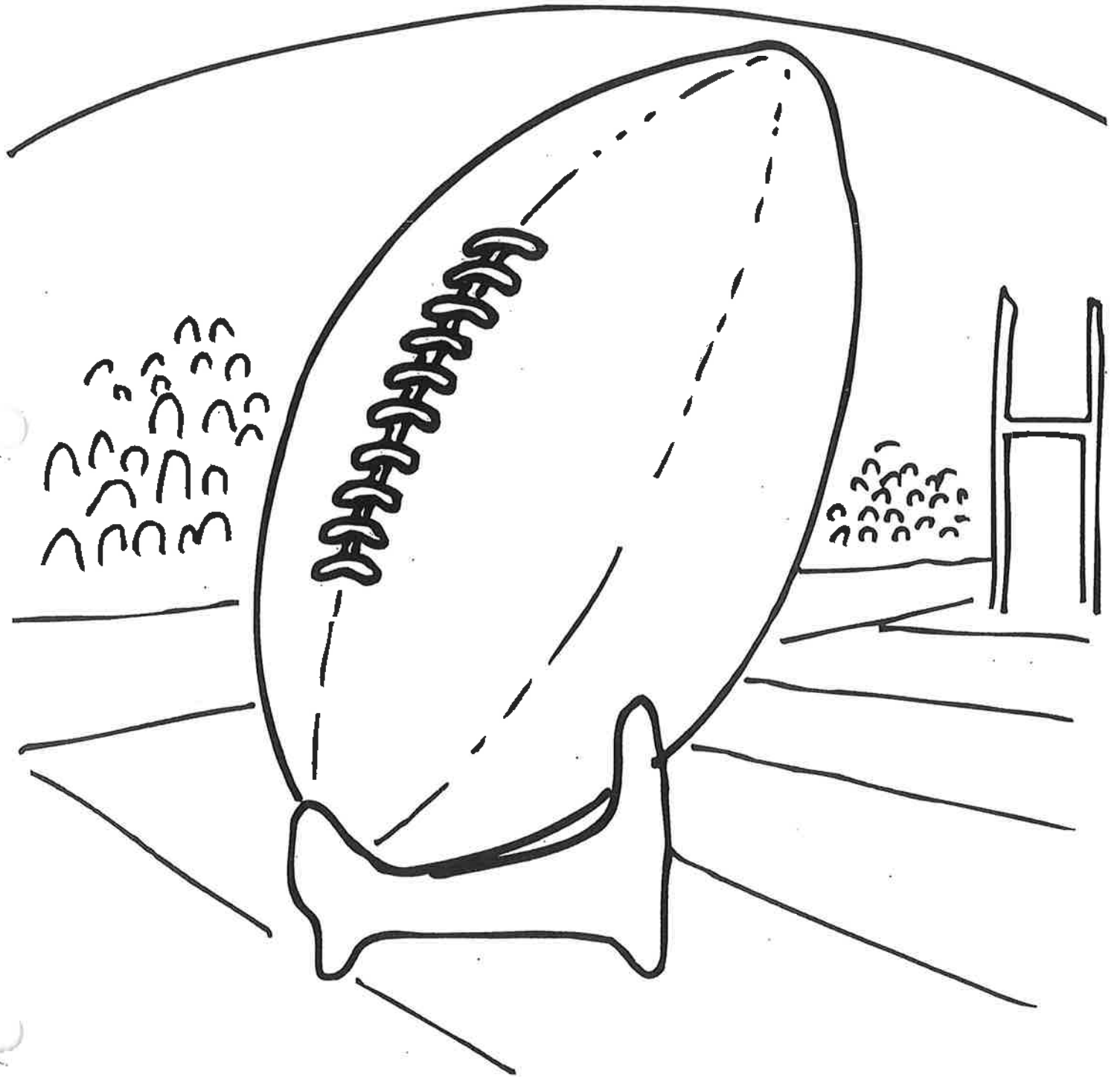
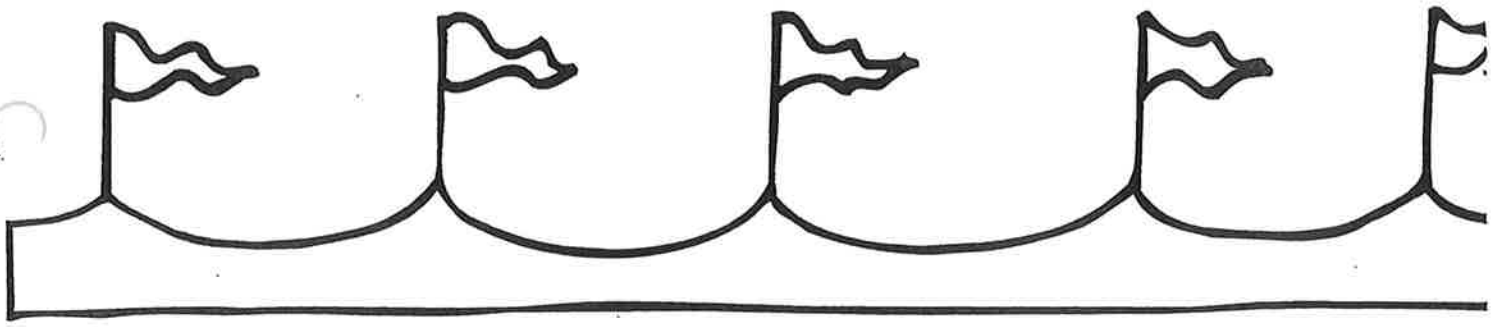








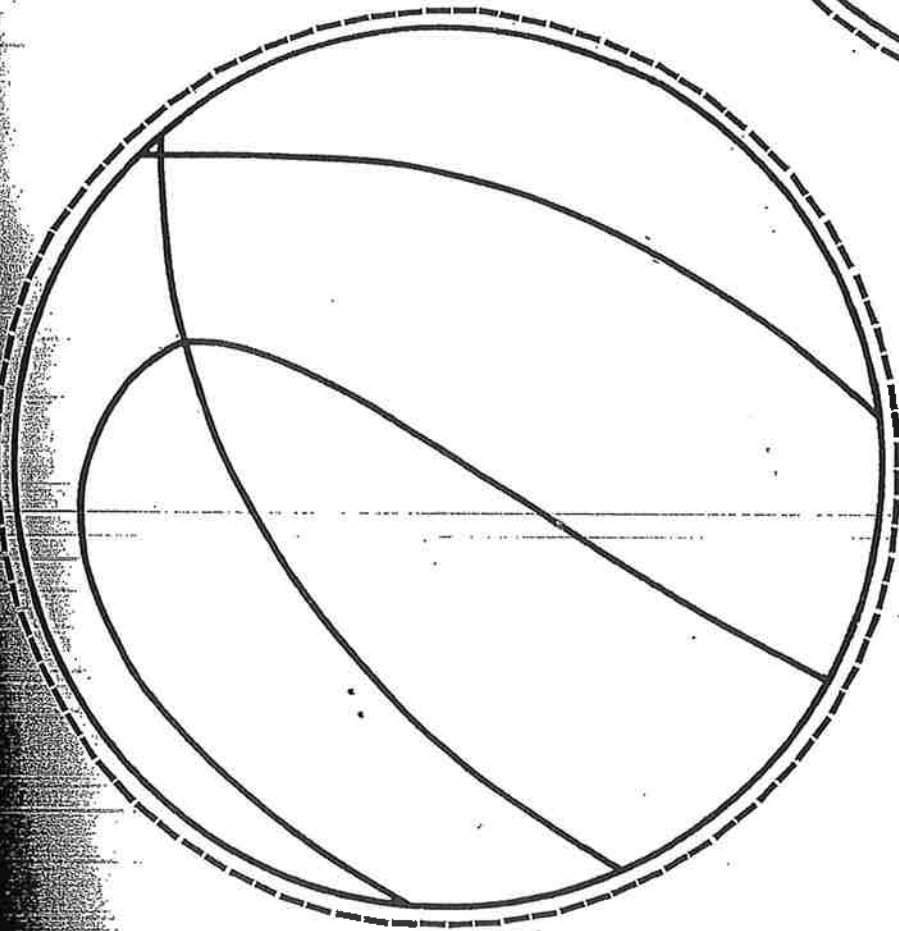
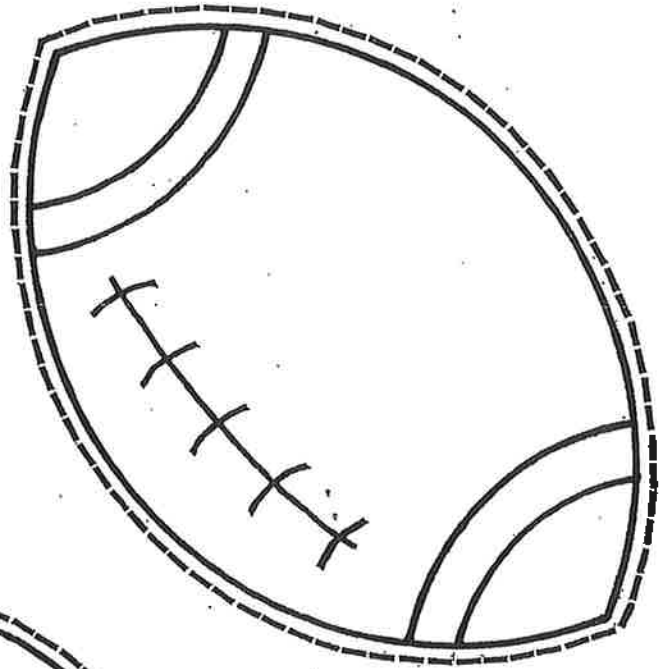
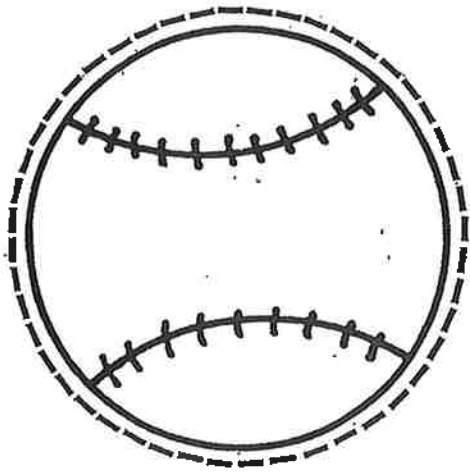


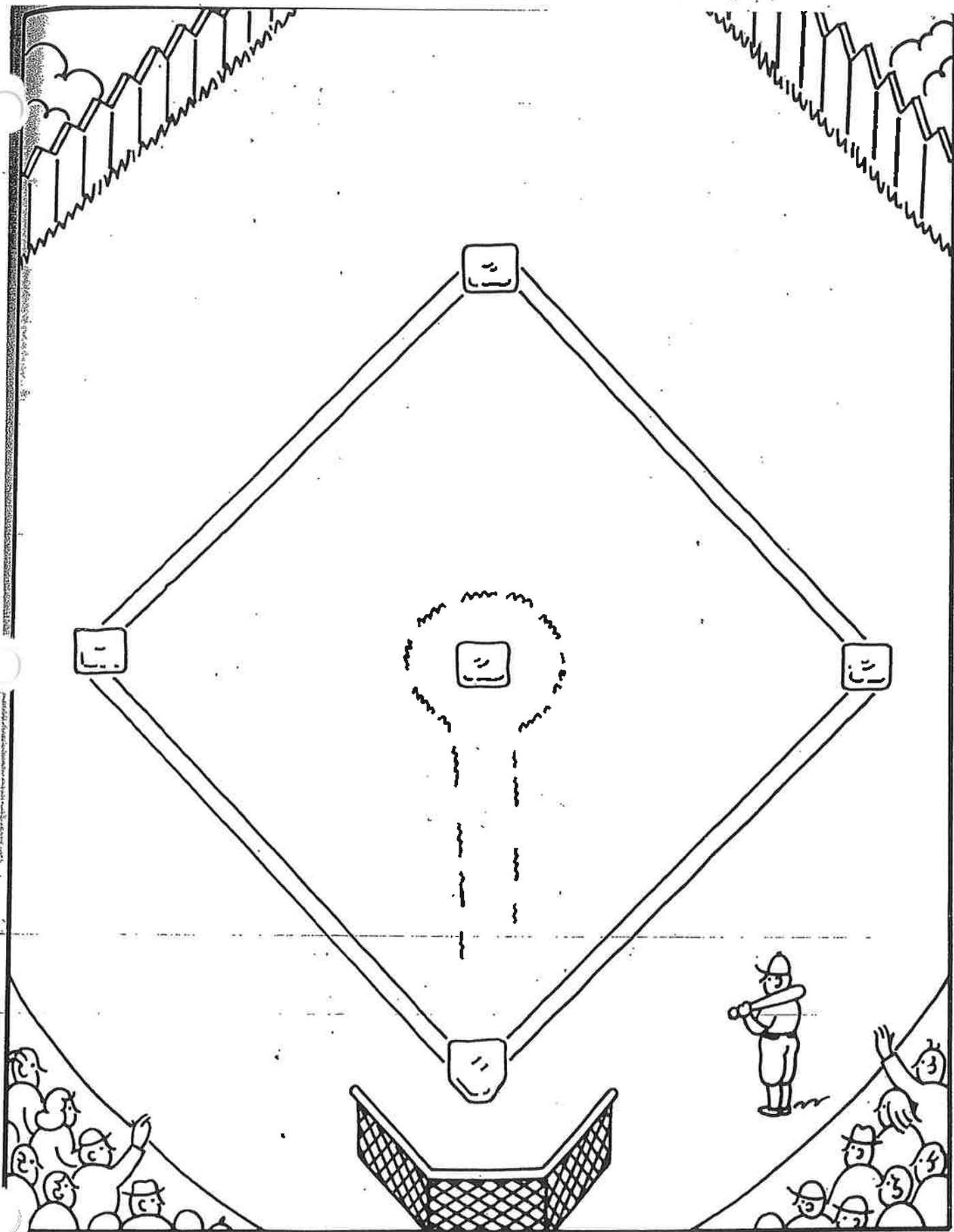


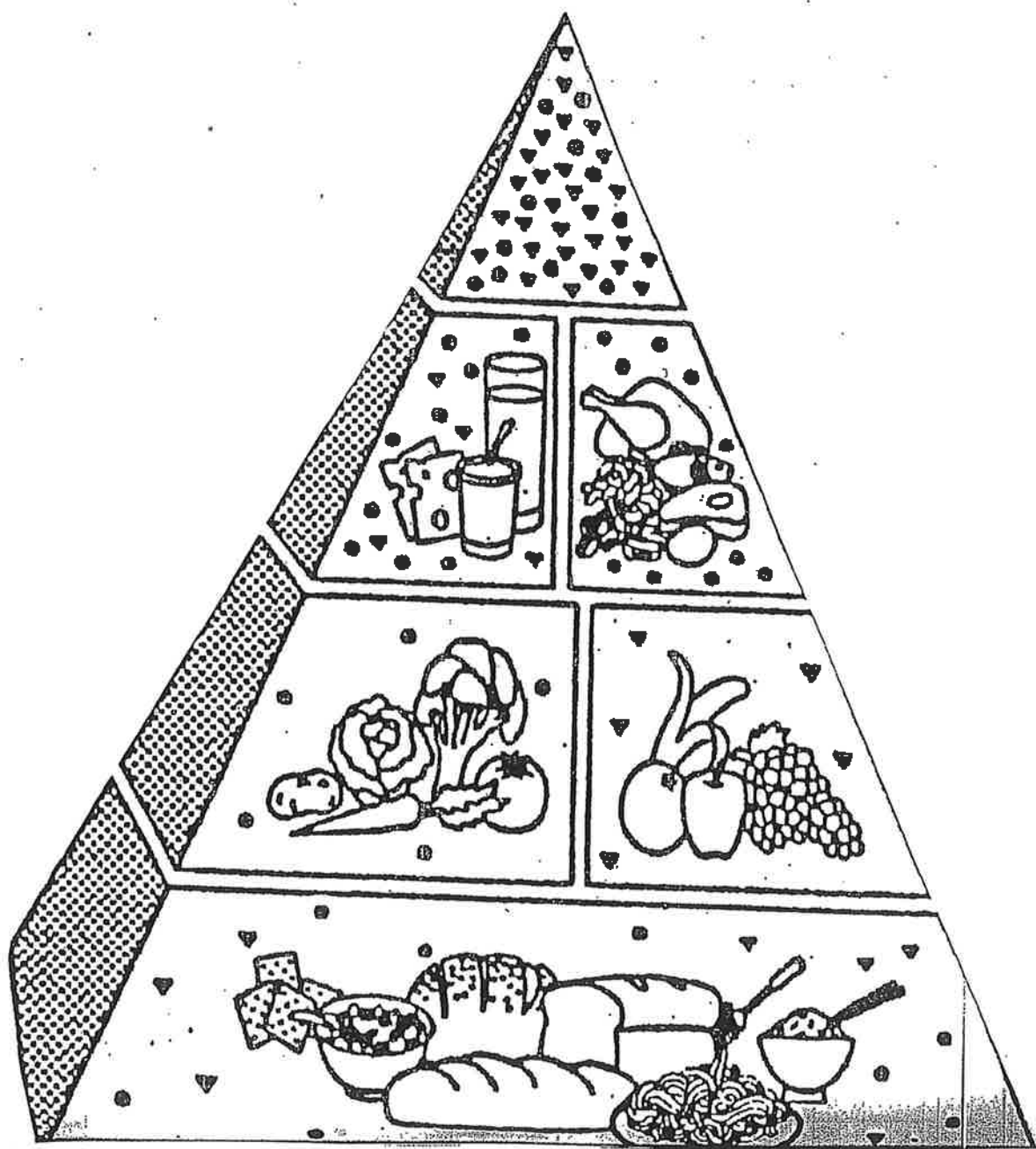




Sports Patterns

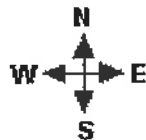






New Jersey

"The Garden State"



Key	
★	State Capital
●	City
⋯	Water
---	State boundary

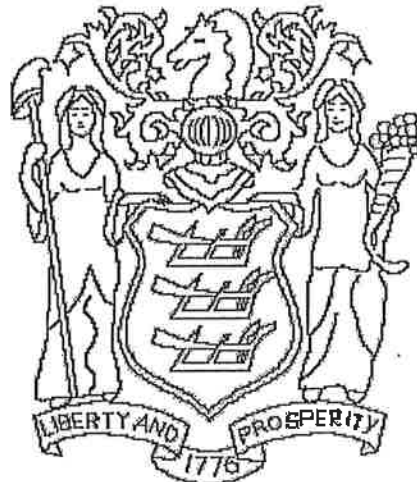
25 miles



A brown horse head and blue filigree (with white ornaments) are above a yellow knight's head armor.

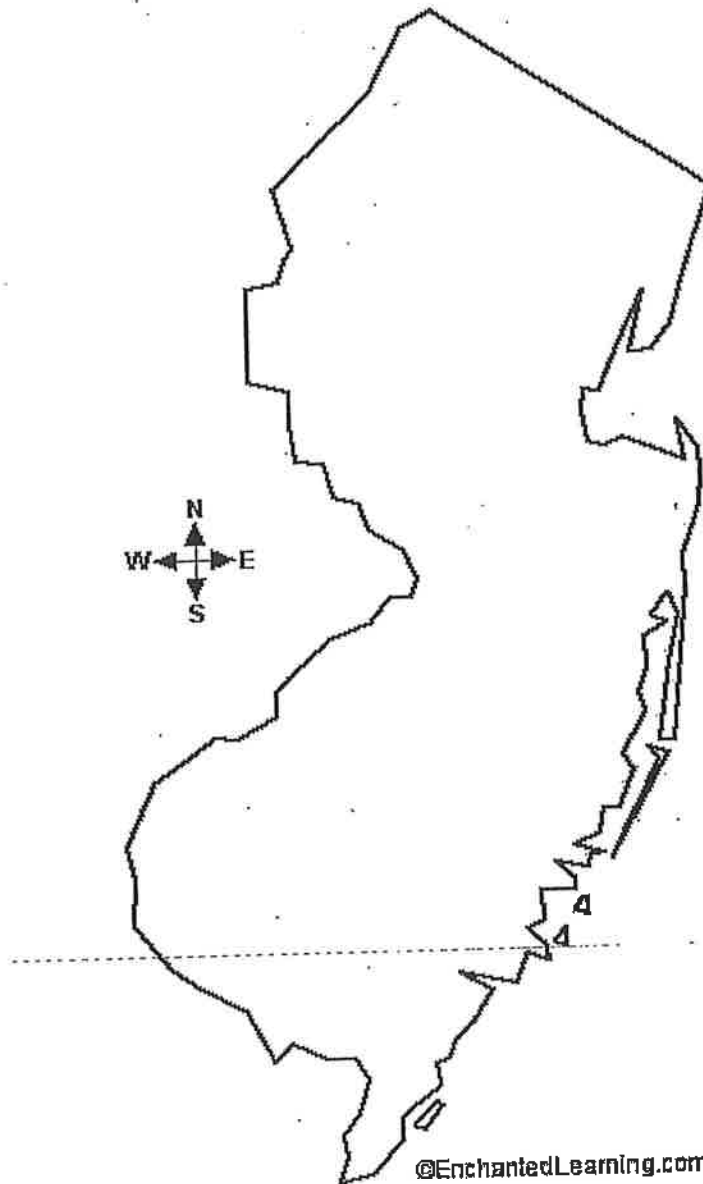
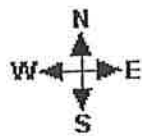
New Jersey Flag

Light yellow-brown background



The goddesses of liberty and agriculture surround a blue shield with three brown plows.

"LIBERTY AND PROSPERITY" and "1776" written in white on a blue ribbon.



©EnchantedLearning.com

Eighth Grade

Thematic Units

City of Orange Board of Education
Orange Board of Education World Language Curriculum

Grade: 8th

Thematic Unit: People around the world

Time frame: September to October

Objectives: Students will be able to acknowledge and describe famous people from target countries.

NJ Standards/Progress Indicators: 7.1.A.3 7.1.A.5 7.1.A.6 7.1.B.1 7.1.B.2 7.1.B.3 7.1.B.4 7.1.B.5 7.2.A.1 7.2.A.2

Scope and Sequence Instructional Activities	Culture	Content Connections	Grammatical Structure	Assessment	Teacher Resources
Famous People * Teacher chose famous people from target countries (painters, artists, singers or writers). * Teacher will present the famous people to be studied by using pictures and reading from authentic literature. * Students will be assigned a specific artist, writer, television personality or singer. They will be provided with a biography of the artist and respond to questions given by the teacher (Where was she/he born? How old is she/he? Where does she/he live? What does she/he do for a living?). Descriptions/Personalities * Teacher will review vocabulary (tall, short, thin, fat, funny, serious, young, old, beautiful, handsome, intelligent, talented, etc). * Students will have a picture of the artist assigned and use adjectives to write simple sentences describing the artist.	Discuss the different styles of paintings, writing, singing, or acting that distinguishes famous people. Various styles/rhythms of music are distinctive of different cultures.	Social Studies: Make comparisons between famous people from target culture. Language Arts: Reports, debates, graph organizers. Art: Creating posters.	Questions: 1. Who is this person? 2. What is her/his name? 3. What does he/she do? 4. How old is she/he? 3. Where are they from? 4. How is he/she? 5. What is their style? 6. Where was he/she born? Grammar: 1. Adjectives 2. Pronouns 3. Likes/dislikes 4. Action words Simple sentence Structure: 1. ----- is very outgoing. 2. ----- is shy. 3. ----- style is modern. 4. ----- art is different from - -----. 5. ----- was born on -----,	Formative: 1. Research 2. Venn diagram 3. Sentences of descriptions. Summative: Students will create a poster of the artist assigned. They will write a report about their life, contributions to society, and give their personal opinion about the artist. Students will orally present their findings.	Video Pictures Magazines Authentic literature Internet Realia Technology: www.terra.com/musica www.eucarta.msn.es www.quia.com

*Teacher question and answer to describe the artist (Is ___ tall or short?)

City of Orange Board of Education
Orange Board of Education World Language Curriculum

Grade: 8th

Thematic Unit: People around the world

Time frame: September to October

Objectives: Students will be able to acknowledge and describe famous people from target countries.

NJ Standards/Progress Indicators: 7.1.A.3 7.1.A.5 7.1.A.6 7.1.B.1 7.1.B.2 7.1.B.3 7.1.B.4 7.1.B.5 7.2.A.1 7.2.A.2

What is her/his talent? Describe her/him physically.). *Guess who? Teacher will place pictures of the artist on the board. The teacher will use adjectives describing the person. Students need to guess who it is. *Teacher will check for understanding of differences and similarities of various artists, by creating a panel for discussion. * Students will use Venn diagrams to compare and contrast what some of these famous people may have in common.			Action words: 1. To paint 2. To write 3. To draw 4. To act 5. To sing		
--	--	--	--	--	--

Name: _____

Famous people around the world

VOCABULARY	RESEARCH	PRONUNCIATION	POSTER
4 Vocabulary is accurate 90 % of the time or more.	4 90% or more of the information about the artist was provided. Relevant information and to the point.	4 90 to 100% fluency and pronunciation. Report was done smoothly and without reading.	4 Poster was completed 90% accurately or better emphasizing important facts about the artist researched.
3 There are some minor errors in vocabulary. 80% accuracy.	3 Some of the information researched was not relevant to the importance of the artists' life.	3 Some hesitation and pronunciation errors. 80% fluency.	3 80% of the intended information was presented. About 80% of the poster is relevant to this artists' life and research findings.
2 Noticeable vocabulary errors. 50% accuracy	2 50% of information was not provided. About half of the information was not relevant to the artists' success.	2 Many doubts and communication errors. 50% fluency.	2 Only 50% of the content is relevant to the intended research. About 50% of the poster is not relevant to the artists' life and researched findings.
1 No response.	1 No research was done.	1 No response.	1 No response.

Score: _____

City of Orange Board of Education
Orange Board of Education World Language Curriculum

Grade: 8th

Thematic Unit: A day in my life

Time frame: November to January

Objectives: Students will be able to discuss and describe everyday routines.

NJ Standards/Progress Indicators: 7.1.A.1 7.1.3 7.1.B.2 7.1.B.3 7.1.B.4 7.1.B.5 7.2.A.1 7.2.A.2 7.2.A.3 7.2.B.1 7.2.B.2 7.2.C.3

Scope and Sequence Instructional Activities	Culture	Content Connections	Grammatical Structure	Assessment	Teacher Resources
Daily routines * Teacher will introduce and review vocabulary (wake up, shower, wash, brush teeth, brush hair, dress, eat, etc). * Teacher will reinforce vocabulary using pictures and asking students to participate in choral repetition. * Students will call out the activity shown on cards. * Students will pick an index card and mimic the action. The class needs to identify the routine (Brushing teeth, combing hair, etc). * Students will list their morning routines by writing simple sentences (I get up and make my bed. I wash my face. I eat breakfast.). * Teacher will provide pictures and students will be asked to verbally describe the routines being performed in the picture.	Compare different and similar routines from countries of target language and their own. Perspectives about hygiene routines from different cultures.	Social Studies: Comparisons of routines from target culture and their own. Language Arts: Write short composition and create a cartoon strip. Math: Telling time Drama: Act out routines. Art: Scrap books Collages	Questions: 1. At what time do you get up? 2. When do you take a shower? 3. What do you use to take a shower? 4. Do you have breakfast before going to school? 5. At what time do you go to bed? Simple sentence Structure: 1. I wake up at _____. 2. I like to use _____ after I shower. 3. I comb my hair with a _____. 4. She/he goes to sleep at _____. Grammar: 1. Question words 2. Verb to be/ present 3. Present progressive 4. Adjectives 5. Masculine/ feminine form of	Formative: 1. Verbal participation. 2. Sentence structure. 3. Itinerary of routines. Summative: Students will create a cartoon strip describing their daily routines. They will then present it to the class.	Picture cards Authentic literature Technology Realia Poster board Technology: www.quia.com

**City of Orange Board of Education
Orange Board of Education World Language Curriculum**

Grade: 8th

Thematic Unit: A day in my life

Time frame: November to January

Objectives: Students will be able to discuss and describe everyday routines.

NJ Standards/Progress Indicators: 7.1.A.1 7.1.3 7.1.B.2 7.1.B.3 7.1.B.4 7.1.B.5 7.2.A.1 7.2.A.2 7.2.A.3 7.2.B.1 7.2.B.2 7.2.C.3

clothes, etc). * Students will review the vocabulary by repeating chorally after each picture/object. * Games to help retain vocabulary (chain, concentration, etc). * Teacher question and answer (What is the comb used for? What do I need to shower? What products do you use after a shower? * Teacher will provide strips with questions and answers. Students will work with a partner and paste the strips in the correct order (To brush my teeth I use ___ and ___). Students will be asked to read their responses. Daily schedule * Teacher reviews vocabulary for time (morning, afternoon, evening, seven o'clock, etc). * Students create an itinerary of their daily routines (At 7:00 am I wake up. At 7:10am I get up from bed. At 7:15am I wash my face in the bathroom). * Teacher question and answer according to their itinerary (At what time do you wake up? When do you eat breakfast? At what time do you leave to school?).			noun. Action words 1.To wake up 2.To wash 3.To brush 4.To shower 2. To eat 7. To leave		
---	--	--	---	--	--

Date: _____

A day in my life

Score	Verbal	Written	Artistic
5	Clear speech. Presentation was delivered smoothly without interruptions.	No errors in sentence structure. 90% or better in grammatical structures.	Cartoon strip was 90% or more relevant to the daily chores and activities and correlated with verbal presentation. Very artistic.
4	Clear presentation but with some hesitation.	Clear sentences with minor grammatical errors. 80% or better.	Cartoon strip included about 80% of the intended daily routines and was done with effort.
3	Unclear presentation with noticeable verbal doubt and errors.	Noticeable grammatical errors and spelling mistakes. 50% of the sentences are incorrect.	Only a few of the cartoon strips are relevant to daily activities. About 50% of the intended information is not represented. Artistic effort is low average.
2	Almost no verbal communication. Less than 40% of speech was given.	Unclear presentation due to many spelling and grammar errors.	Hardly any of the cartoon strips is relevant to the daily routines. Strips are poorly done and show no effort. More than 60% of the information needed is missing.
1	No verbal presentation.	No writing done	No cartoon strip.

Total _____

City of Orange Board of Education
Orange Board of Education World Language Curriculum

Grade: 8th

Thematic Unit: Health/Illnesses

Time frame: February to April

Objectives: Students will be able to exchange information about health topics.

NJ Standards/Progress Indicator: 7.1.A.1 7.1.A.5 7.1.B.3 7.1.B.5 7.1.C.3 7.1.C.4 7.2.A.1 7.2.A.2 7.2.B.1 7.2.C.3

Scope and Sequence Instructional Activities	Culture	Content Connections	Grammatical Structure	Assessment	Teacher Resources
Body Parts * Introduce and review vocabulary of body parts (legs, arms, nose, stomach, head, throat, eyes, etc). * Teacher reinforces comprehension and retention of vocabulary using picture of body parts. * Students label the body parts in the target language. * Students create short sentences to describe the functions of each body part. For instance, (I use my eyes to see/watch; I open my mouth to speak; I use my feet to walk/run; I can't see without my eyes; I use my hand to touch. My nose to smell, etc).	Compare pharmacies in target-language countries with those in the USA. Compare/contrast typical health insurance/ life insurance in USA versus those in target-language country.	Social Studies: Compare medical services from countries of target cultures. Language arts: Write sentences. Dialogues. Science: Health/illness topics.	Questions: 1. What is this? (a specific part of your body) 2. Why do you use this part of your body for? 3. Are you sick? 4. What are the symptoms of your illness? 6. Do you have a headache? 7. Where does it hurt? 8. What do you need? 9. How long has it been? Grammar: 1. Nouns and verb agreement. 2. Articles and gender agreement. Simple sentence structure: 1. I am healthy/I am in good health. 2. I have a doctor's appointment. 3. She/he has a fever. 4. My arm hurts. 5. I don't feel good because _____hurts.	Formative: 1. Labeling 2. Verbal/written descriptions. 3. Dialogues Summative: Students prepare a skit and role-play in acting as doctor and a patient, or as a patient and a pharmacist.	Picture cards Authentic literature Internet Pictures from books Worksheet Flashcards Plastic objects Realia Technology www.languageguide.org www.quia.com www.unitedstreaming.com
Aches/Pains * Teacher introduces and reviews common cases of illnesses (stomachache, headache, pain, ache, hurt, fever, cough, flu, allergy, etc). * Teacher models and interacts with students (My head hurts.	Recognize that different countries may use different words to identify medications/ vitamins.	Drama: Role-play			

City of Orange Board Of Education
Orange Board of Education World Language Curriculum

Grade: 8th

Thematic Unit: Health/Illnesses

Time frame: February to April

Objectives: Students will be able to exchange information about health topics.

NJ Standards/Progress Indicator: 7.1.A.1 7.1.A.5 7.1.B.3 7.1.B.5 7.1.C.3 7.1.C.4 7.2.A.1 7.2.A.2 7.2.B.1 7.2.C.3

Does your head hurt?). * Using pictures, students will describe minor health problems. * Students explain aches/pains while locating where they have symptoms (She has a stomachache. My leg hurts, etc). Doctor visit * Teacher provides students with an application to be filled out in order to give all necessary information concerning a patient at the doctor's office (name, age, height, weight, illness, pain, etc). * Teacher introduces and reviews key words/sentences in order to explain minor illness to a doctor. (What can I do for you? How long have you been sick? I have had fever for three days.). * Students engage in group activities where they will play the role of doctor and patient. Going to the pharmacy * Introduce and review vocabulary (pharmacy, pharmacist, prescription, medication, injection, pill,			Action words 1. To be 2. To have 3. To see 4. To smell 5. To visit 6. To use 7. To go 8. To hurt 9. To suffer		
--	--	--	---	--	--

City of Orange Board of Education

8th

Health/Illnesses

February to April

Students will be able to exchange information about health topics.

Progress Indicator: 7.1.A.1 7.1.A.5 7.1.B.3 7.1.B.5 7.1.C.3 7.1.C.4 7.2.A.1 7.2.A.2 7.2.B.1 7.2.C.3

cream, etc.). *Teacher reinforces comprehension and retention of vocabulary using picture and choral repetition. *Teacher introduces simple structured sentences to interact with a pharmacist (Can I please have _____. I have a prescription. What can I take for my allergy?). * Teacher provides strips with questions and answers. Students paste them in the correct order. (If I have a headache, what can I take? Where do you go to get medications?).				
---	--	--	--	--

Name: _____

Health/Illness

VOCABULARY	VERBAL	PRONUNCIATION	MESSAGE CONTEST/COMPARING
4 Vocabulary is accurate 90 % of the time or more.	4 Clear speech. Presentation was delivered smoothly without interruptions.	4 90 to 100% fluency and pronunciation	4 Relevant information and to the point. Skit was appropriate all the time.
3 There are some minor errors in vocabulary. 80% accuracy.	3 Clear presentation but with some hesitation.	3 Some hesitation and pronunciation errors. 80% fluency	3 80% of the intended information is presented. About 80% of the dialogue in the skit was appropriately.
2 Noticeable vocabulary errors. 50% accuracy	2 Unclear presentation with noticeable verbal doubt and errors.	2 Many doubts and communication errors. 50% fluency	2 Only 50% of the content is relevant to the intended skit activity.
1 No response	1 No participation in skit.	1 No response	1 No response

Score: _____

City of Orange Board of Education
Orange Board of Education World Language Curriculum

Grade: 8th

Thematic Unit: Around the world

Time frame: May to June

Objectives: Students will be able to discuss and acknowledge current facts of target countries.

NJ Standards/Progress Indicator: 7.1.A.1 7.1.A.2 7.1.B.1 7.1.B.4 7.1.C.3 7.2.B.5 7.2.A.1 7.2.C.2 7.2.B.2

Scope and Sequence Instructional Activities	Culture	Content Connections	Grammatical Structure	Assessment	Teacher Resources
Countries *Teacher introduces countries around the world that speak the target language (Haiti, Spain, France, Cuba, China, etc). * Teacher reinforces comprehension and retention of countries with video, pictures and maps. * Teacher uses a global map and asks students to locate the countries on the map. * Teacher uses a transparency of a map and provides students with a map in which they will label the location of target countries. * Teacher questions and answer (In which continent is this country located? How many continents are there in the world?, Which language is spoken in this country?). Historic places * Teacher introduces and reviews vocabulary of historic places (Eiffel Tower, Great wall, Maya pyramids, etc). * Teacher reinforces comprehension and retention of vocabulary with video and pictures of historic places. * Teacher assigns students to work in small groups on one country of the target language and research more	Identifying places of interest in target countries. Discussions of manners, courtesy, and values associated with visiting a different culture that impacts proper "visitor" behavior. Impact of time differences, currency, and weather.	Social Studies: Identifying different countries and continents. Language Arts: Writing and labeling. Math: Use military time and be aware of time differences. Currency exchange. Science: Weather conditions. Music: Exposition to authentic music. Art: Collage/flag. Technology: Research	Questions: 1. What continent is ___ in? 2. How many countries speak ___? 3. What is the capital of ___? 4. What is the population of ___? 5. Which language is spoken in ___? 6. What is the most important historic place in ___? Grammar: 1. Questions and answers agreement. 2. Correct use of present. Simple sentence structure: 1. China is in ___. 2. The color of the flag is ___. 3. They speak ___. 4. Their currency is ___. 5. Their population is ___. 5. The most attractive historic place in ___ is ___.	Formative: 1. Location of countries 2. Research of historic places. 3. Comparison chart. Summative: Students will take the role of Ambassadors from the country assigned. After researching the facts of the country they will present to the class.	Picture cards Authentic literature Internet Realia Maps Target culture currency Authentic music Dictionary Technology: www.quia.com www.wikipedia.com www.unitedstreaming.com

City of Orange Board Of Education
Orange Board of Education World Language Curriculum

Grade: 8th

Thematic Unit: Around the world

Time frame: May to June

Objectives: Students will be able to discuss and acknowledge current facts of target countries.

NJ Standards/Progress Indicator: 7.1.A.1 7.1.A.2 7.1.B.1 7.1.B.4 7.1.C.3 7.2.B.5 7.2.A.1 7.2.C.2 7.2.B.2

places of interest. They will create a collage and share with the rest of the class. Differences/Similarities * Teacher will provide information with regards to the difference in time, weather/temperature of target countries. Students will create a comparison chart among different countries. * Students listen to authentic music of the target culture to observe differences and/ or similarities. * Students exchange American money into the foreign currency of specific countries. * Students compare target culture, religion and customs, and the kind of government to that of the United States. Facts *Teacher writes the name of the countries on an index cards. Students will randomly select a country. *Students research on the following: (Name of the country, location, flag, capital, population, currency, its current president/ prime minister/king).		Action words: 1.To go 2.To be 3.To have 4.To like		
--	--	--	--	--

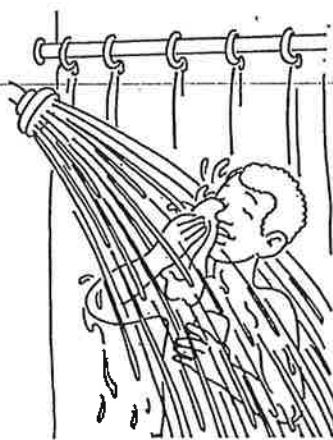
Around the World

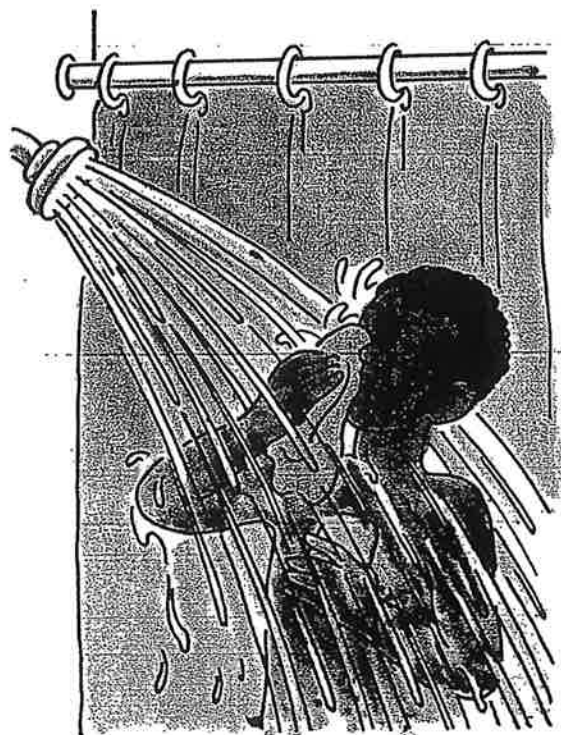
Score	Verbal	Written	Information presented	Artistic
5	Clear speech. Presentation was delivered smoothly without interruptions.	No errors in sentence structure. 90% or better in grammatical structures.	Place of interest was thoroughly researched and the information was 90% or better relevant.	Research included excellent visual aids to enhance presentation.
4	Clear presentation but with some hesitation.	Clear sentences with minor grammatical errors. 80% or better.	The information was about 80% relevant to the place of interest researched.	Good visuals added to the presentation. Visuals correlate with information presented.
3	Unclear presentation with noticeable verbal doubt and errors.	Noticeable grammatical errors and spelling mistakes. 50% of the sentences are incorrect.	Only about 50% of the information was relevant to the presentation.	Only a few pictures were included and only about 50% of the time they correlated with information.
2	Almost no verbal communication. Less than 40% of speech was given.	Unclear presentation due to many spelling and grammar errors.	Very little information was obtained and this information was not relevant to the place.	Hardly any visuals and those presented don't correlate with the rest of the information presented.
1	No verbal presentation.	No writing done	No research was done.	No artistic input.

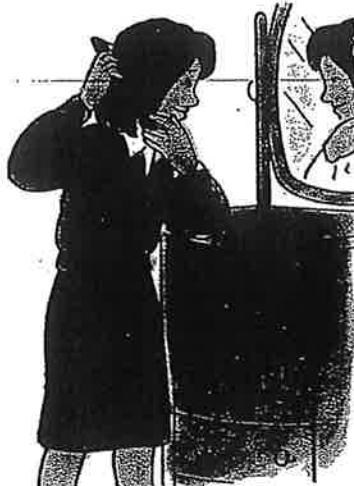
Total _____

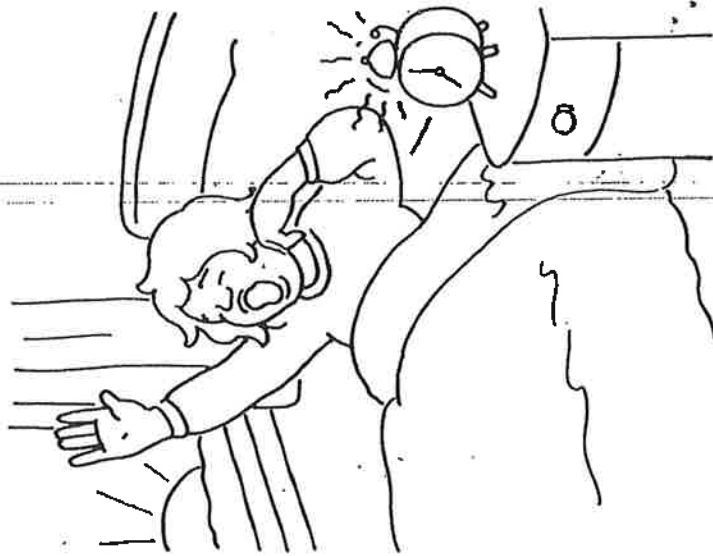
Eighth Grade

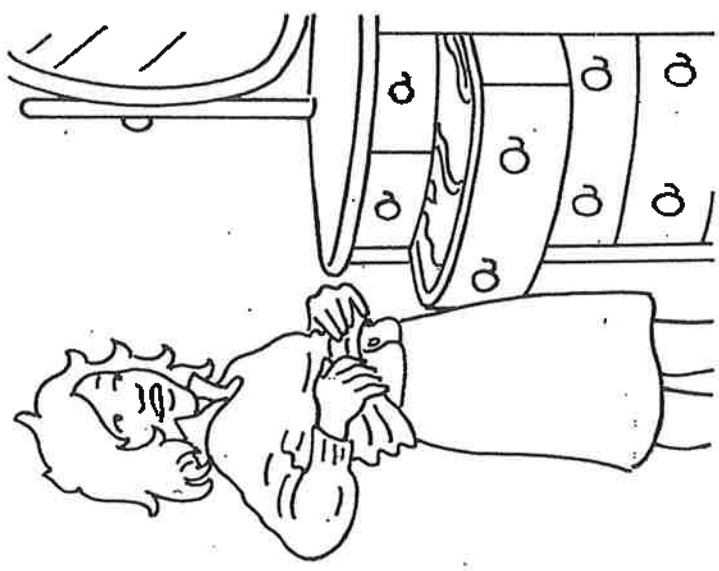
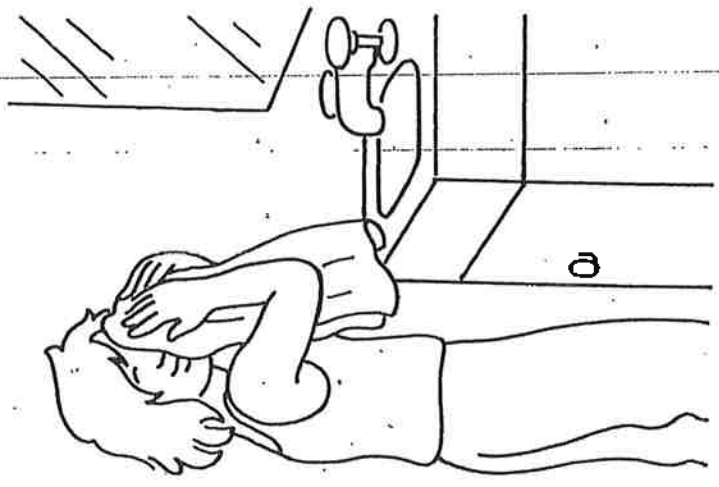
Attachments

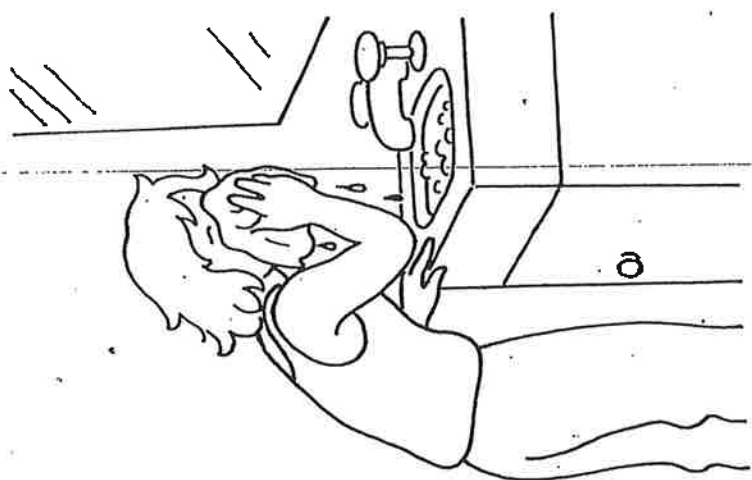
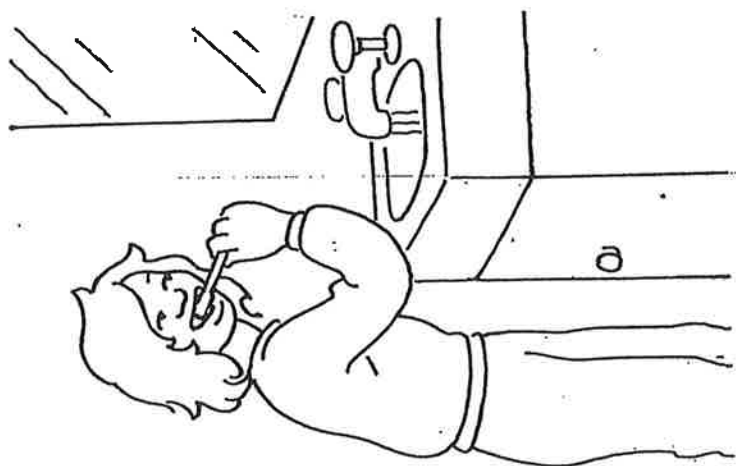


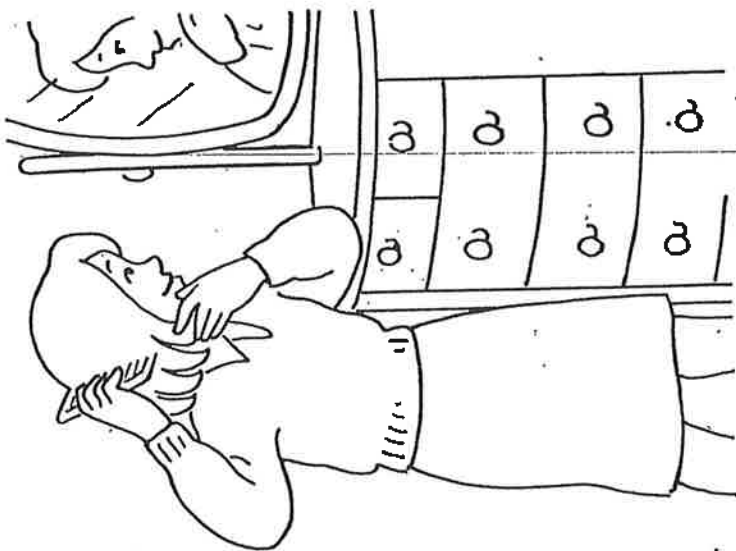


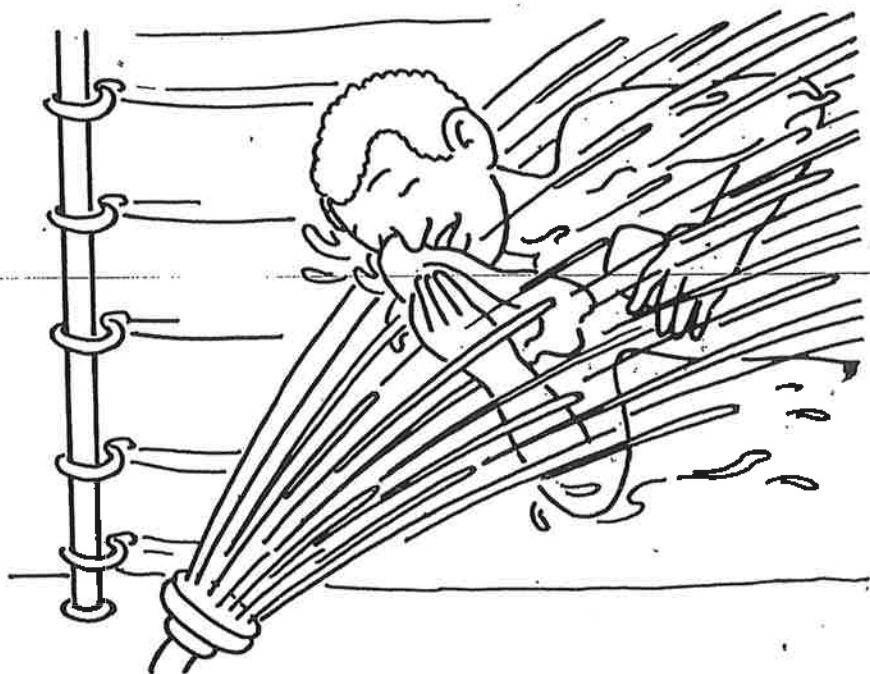


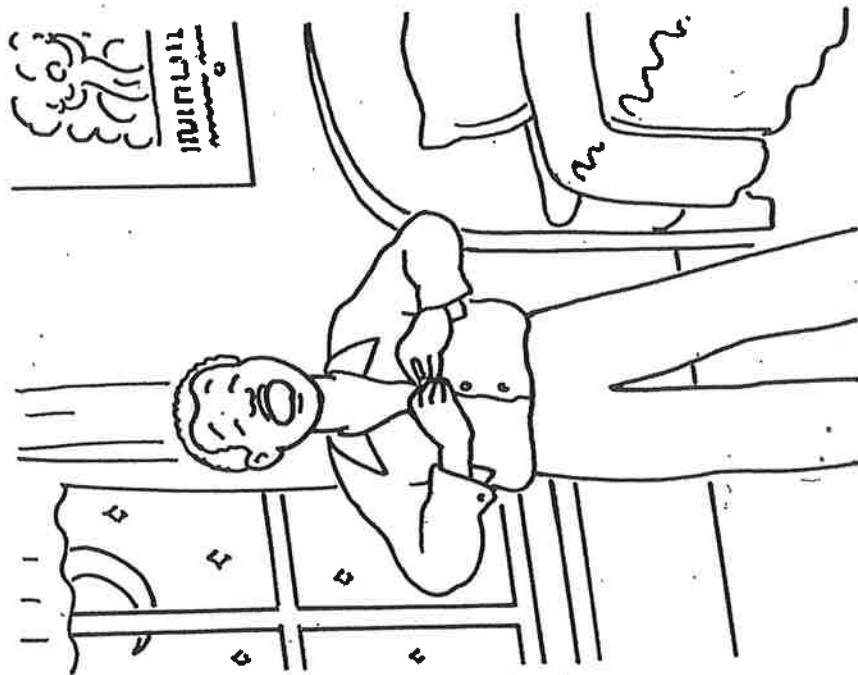
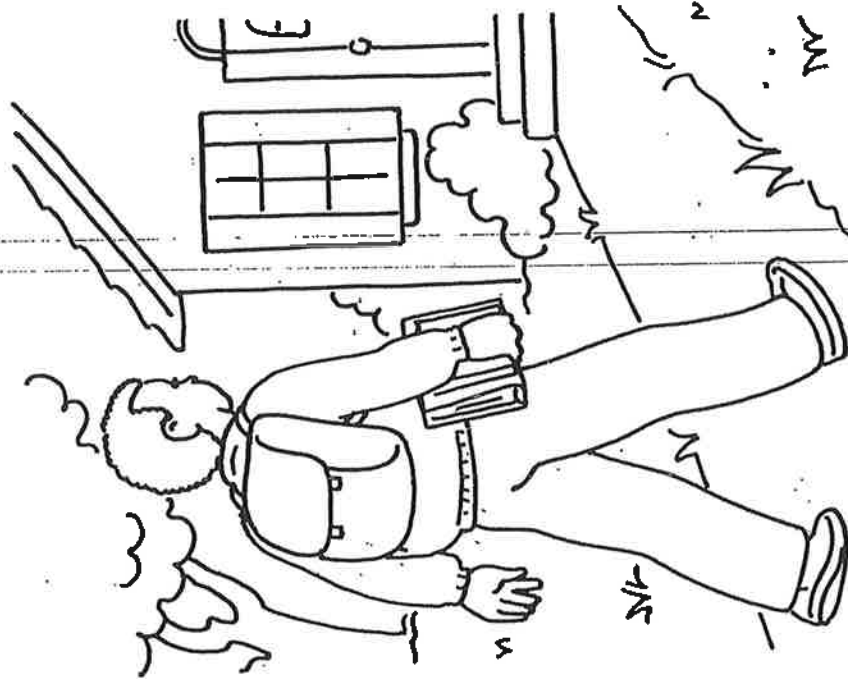


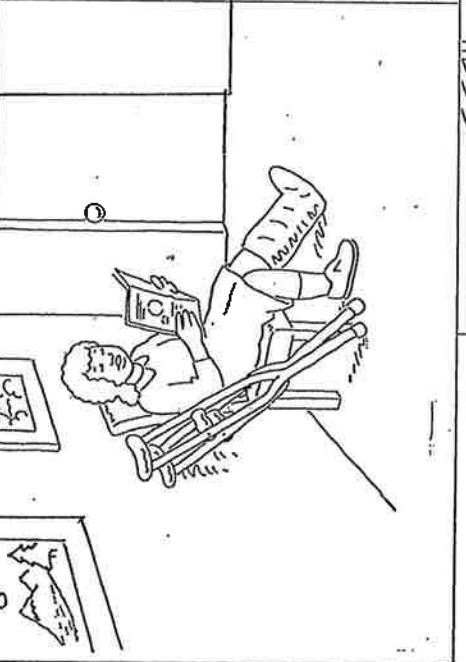
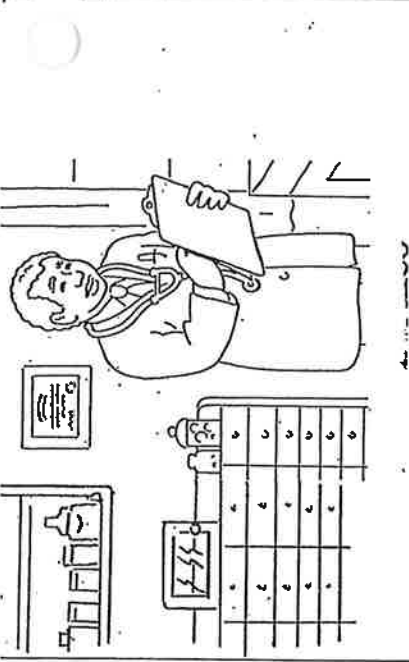
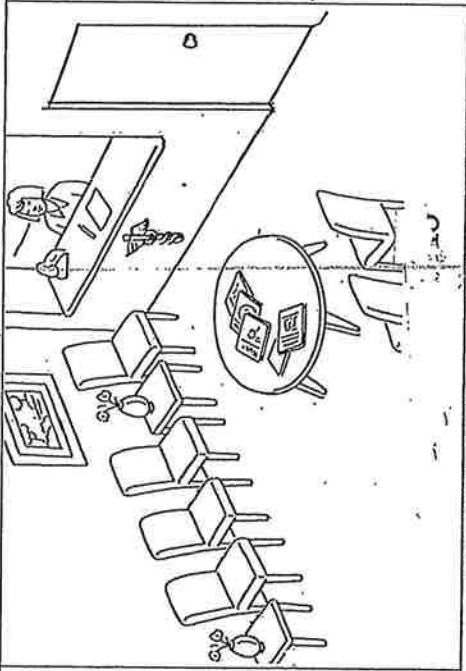
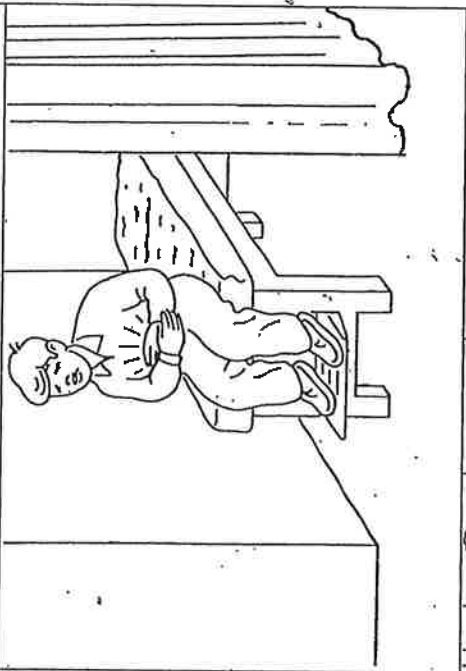
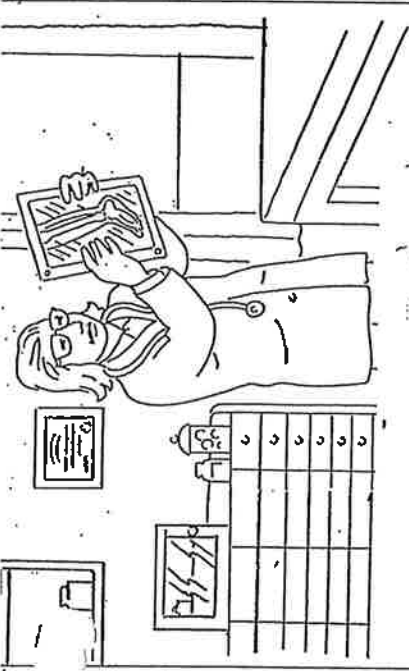


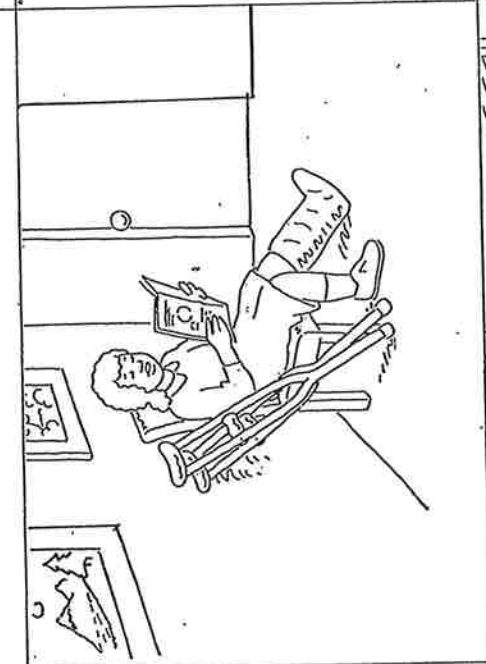
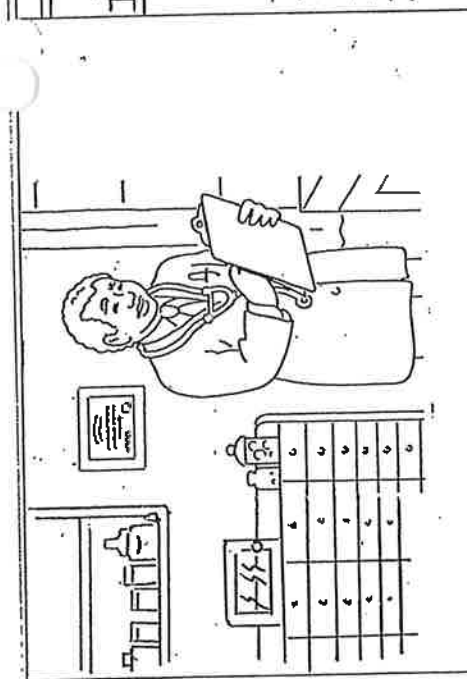
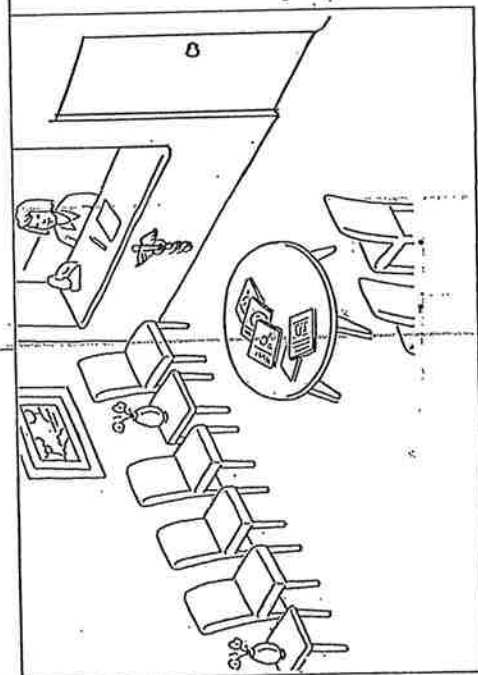
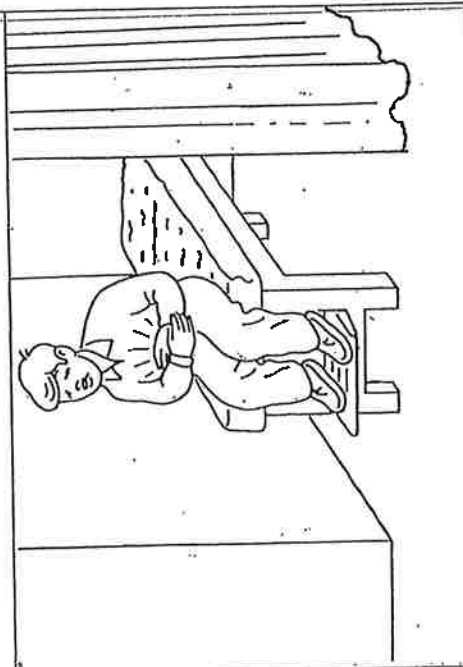
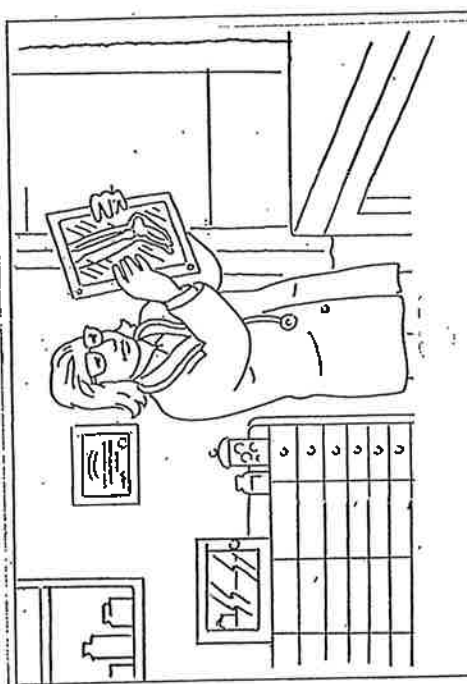


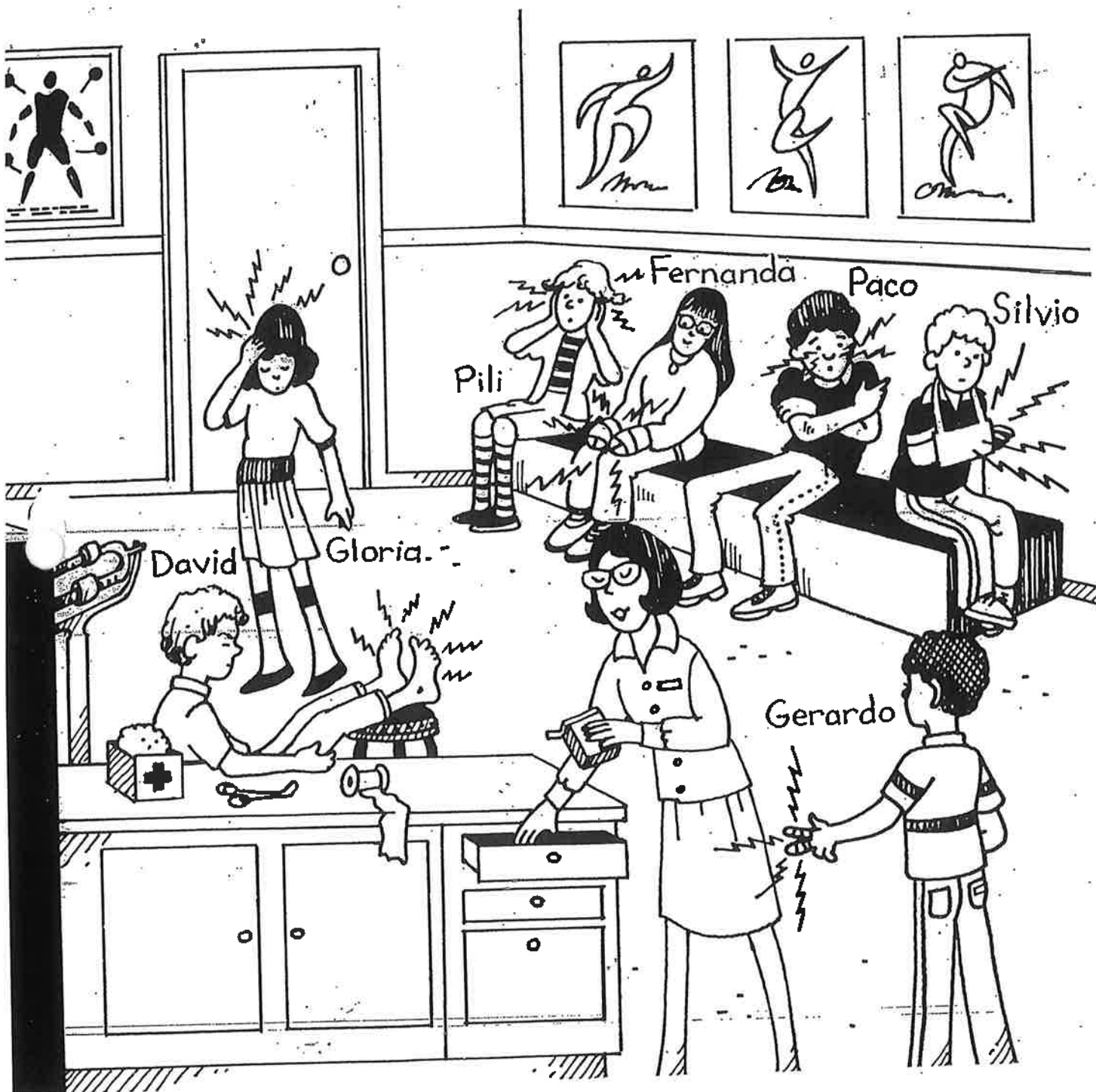




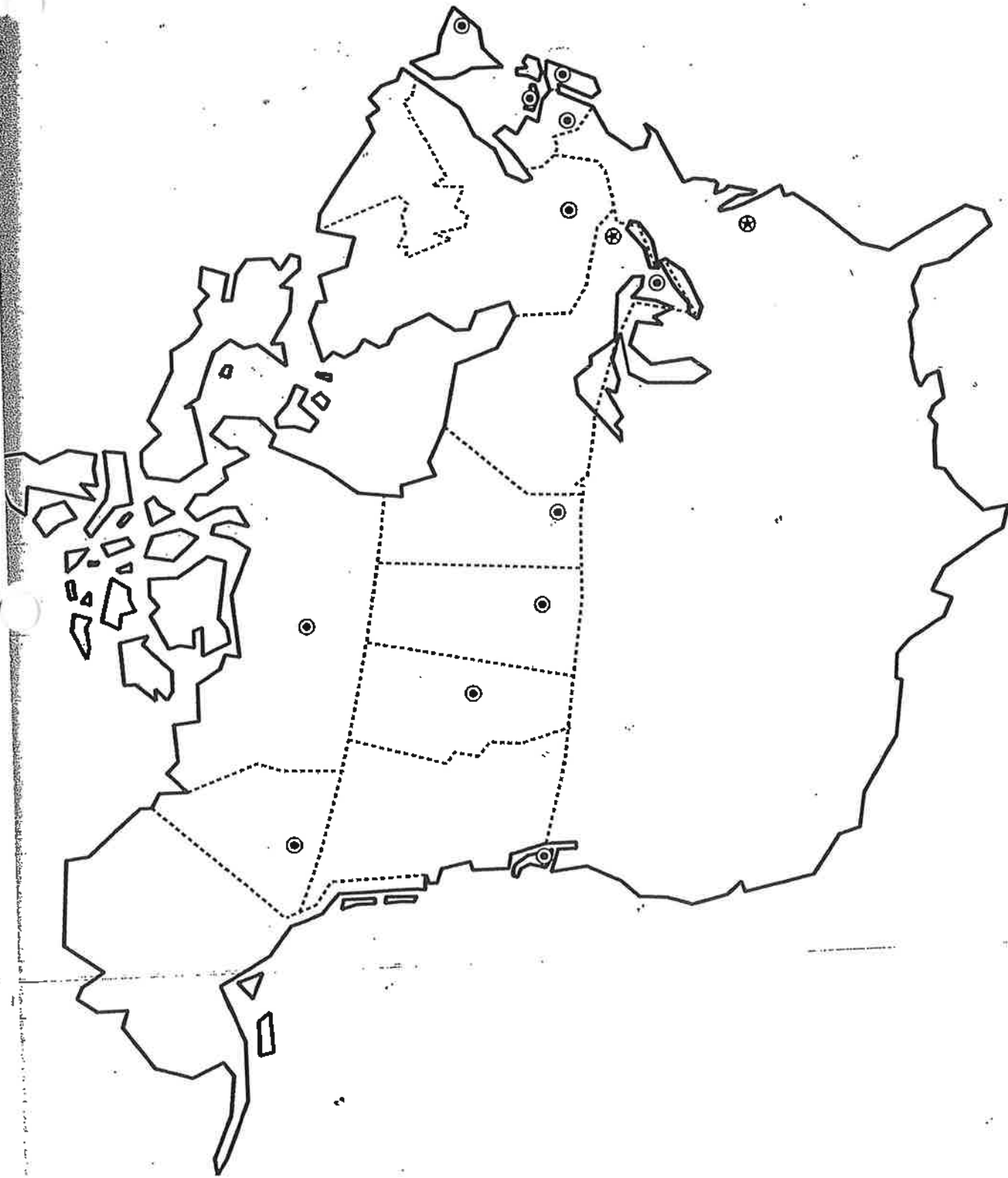




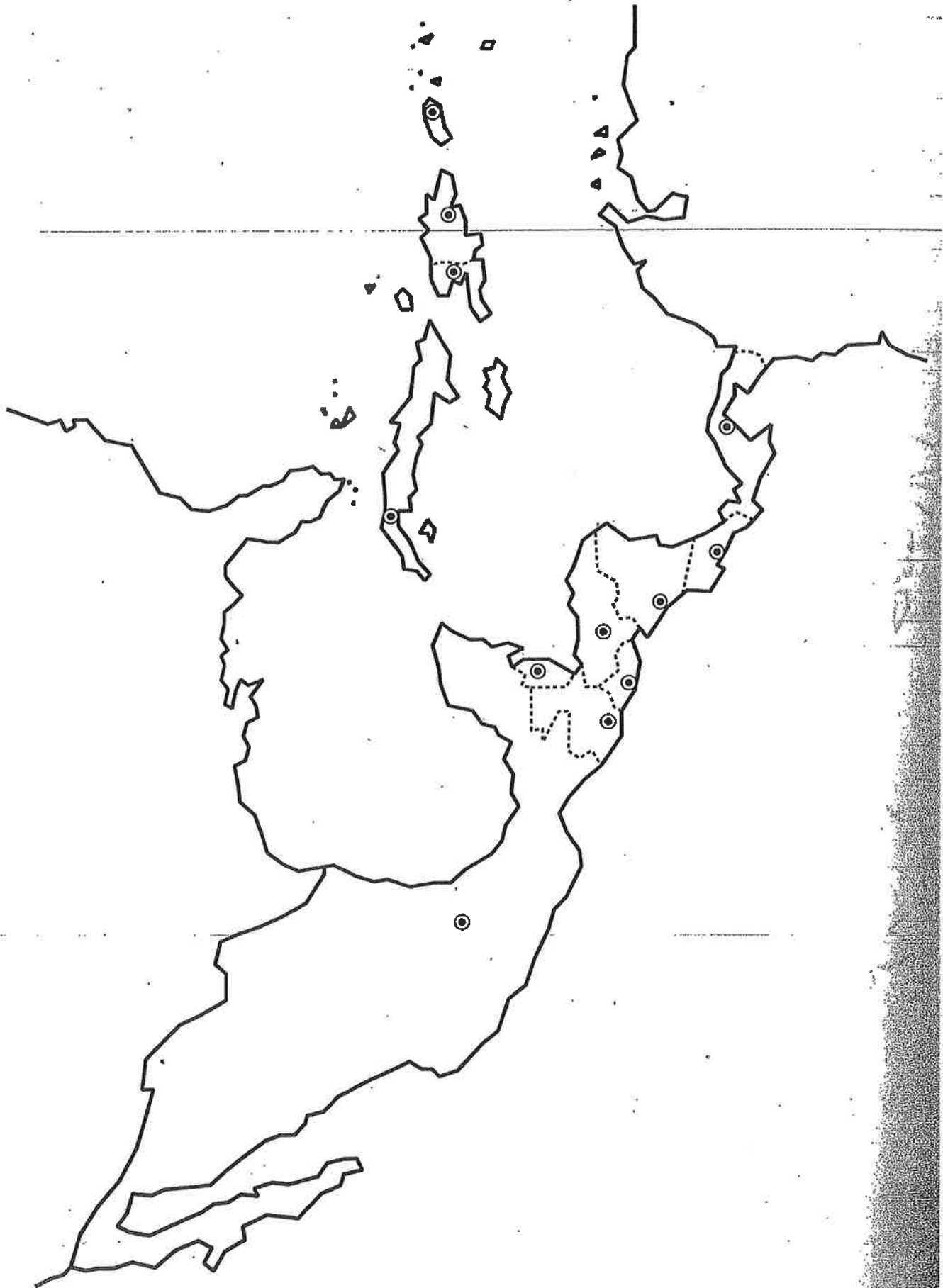




United States
and Canada



Mexico, Central America,
and the Caribbean



South America



**Spain and
Western Europe**

